The

# Journal of Education

Madras

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We are glad to announce that the Supplement to the Journal is just ready for delivery. It contains the latest papers set at the Upper Secondary, Higher Arts and Sciences, School Management, Pleaders' Test and the Special and Salt Test Examinations. The book consists of 150 pages small pica. It may be had of the Superintendent of the Lawrence Asylum Press, Mount Road, Madras. The price is As. 8 to our subscribers, and As. 12 to others.

The Editor regrets and apologises for the delay in the issue of the new edition of the *Madras Educational Calendar and Directory*. It will be ready for delivery this month. The Editor's removal from Madras and the difficulty of getting information *up to date* from a multiplicity of sources have caused the delay. The book is now rapidly approaching completion.

## "PROGRESS OF FEMALE EDUCATION IN 1889-90."

We have before us all the annual reports of the two Inspectresses of Girls' Schools, as well as the Acting Director's reviews thereon, and are therefore able, even before the publication of the annual report on Public Instruction, to give our readers a general view of the progress of female education during the past official year.

The table below gives, at a glance, the increase or decrease, as the case may be, in the number and strength of girls' schools in each district and circle :—

| Circle. | District. | | 1888-89. | | 1889-90. | |
|---|---|---|---|---|---|---|
| | | | No. of Schools. | No. of Pupils. | No. of Schools. | No. of Pupils. |
| Northern ... | Ganjam | ... | 11 | 437 | 11 | 535 |
| | Vizagapatam | ... | 25 | 1,383 | 26 | 1,312 |
| | Godaveri | ... | 39 | 1,879 | 56 | 2,434 |
| | Kistna | ... | 76 | 3,154 | 80 | 3,258 |
| | Kurnool | ... | 3 | 87 | 4 | 102 |
| | | Total ... | 154 | 6,940 | 177 | 7,641 |
| Central ... | Nellore | ... | 25 | 1,261 | 28 | 1,328 |
| | Madras | ... | 101 | 8,113 | 102 | 8,391 |
| | Chingleput | ... | 45 | 2,104 | 48 | 1,905 |
| | N. Arcot | ... | 38 | 1,714 | 34 | 1,847 |
| | S. Arcot | ... | 24 | 1,168 | 25 | 1,234 |
| | Bellary | ... | 17 | 541 | 15 | 568 |
| | Cuddapah | ... | 4 | 119 | 8 | 179 |
| | Anantapur | ... | 5 | 200 | 8 | 309 |
| | | Total ... | 259 | 15,220 | 268 | 15,761 |
| Southern ... | Nilgiri | ... | 10 | 524 | 11 | 541 |
| | Coimbatore | ... | 28 | 1,295 | 33 | 1,444 |
| | Salem | ... | 20 | 1,003 | 21 | 988 |
| | Trichinopoly | ... | 37 | 2,052 | 45 | 2,067 |
| | Tanjore | ... | 62 | 3,289 | 62 | 3,170 |
| | Madura | ... | 41 | 1,651 | 38 | 1,752 |
| | Tinnevelly | ... | 198 | 6,259 | 204 | 6,745 |
| | | Total ... | 396 | 16,073 | 414 | 16,707 |
| Western | Malabar | ... | 51 | 2,192 | 50 | 2,392 |
| | S. Canara | ... | 10 | 721 | 9 | 744 |
| | | Total ... | 61 | 2,913 | 59 | 3,136 |
| | | Grand Total ... | 870 | 41,146 | 918 | 43,245 |

The total number of girls' schools, therefore, has increased from 870 to 918 or by 5·2 per cent., and the number of pupils from 41,146 to 43,245 or by 5·1 per cent. The following districts seem to have made substantial progress during the year :—Godaveri and Kristna in the Northern; Nellore, Cuddapah and Anantapur in the Central; and Coimbatore and Tinnevelly in the Southern Circles. It must be remembered that the year 1889-90 was the first year in which all the districts have been placed under female inspecting agency and the Inspectresses have had much to do

in the way of organization. Hence the progress noted above is very satisfactory. We are specially pleased to note the starting of new schools in some of the Ceded districts, where female education has been hitherto in a very backward condition. Cuddapah and Anantapur in particular show substantial progress, though we regret to find that in Bellary the number of schools has decreased by 2. Mrs. Brander paid a special visit to the Ceded districts last year and her efforts seem to have been successful.

The Subordinate Inspecting Agency is not, we fear, sufficiently strong. An additional Sub-Assistant Inspector is absolutely necessary for the Northern Circle and we trust that Government will see its way to sanctioning the additional appointment. We would even go further and say that each Inspectress should have an Assistant Inspectress of Schools under her.

There are clear indications in the reports that the internal improvement in schools has been considerable during the past year. The schools have been more systematically inspected and much attention has been paid to improving the teaching staff. Hardly any progress has been made in the extension of Home educational classes. A branch of the National Indian Association has been opened at Coimbatore through the personal efforts of Miss Carr. We should like to see similar branches opened in towns such as Cuddalore, Calicut, Palghat, Srirangum, &c. Much has been done in Madras during the year to promote sociability and co-operation among the teachers. The Teachers' Association which was formed last year under the presidency of Mrs. Brander has been very successful and such Associations will, no doubt in time, spring up in other educational centres.

## UPPER SECONDARY EXAMINATION.

On the 5th of May last and the following days the first Upper Secondary Examination was held. The results of this examination and a report on it by the Board of Examiners have just been published by the Commissioner for the U. C. S. Examinations. From the report we gather that 123 ordinary candidates, that is to say, candidates who brought up all the compulsory subjects at once, were examined. Of these only three passed in the second class. Of the candidates permitted to appear for examination in some only of the subjects, *six* passed out of *thirteen* examined.

That only 3 out of 123 ordinary candidates should pass shows at once the stiffness of the examination and the utter want of proper preparation on the part of the Examinees. We are not at all surprised that there has been a miserable break-down on this first occasion. It is sufficiently accounted for by the fact that the large majority of those who went up were candidates who had failed at Matriculation, probably more than once, and who imagined that they would find the Upper Secondary Examination an easy nut to crack. The standard being a high one, and there being now an available set of examination papers showing what that standard is, it may reasonably be expected that the next examination will show a great improvement in the number of passes. We do not, however, expect that the examination will make any great way for the next two or three years. We think that if properly carried out the course of study is likely to be of great use to the country, but we must warn intending candidates that it is not an examination to be trifled with. We think that no candidate should dream of presenting himself for the examination until he has completed at least 2½ years' study under masters qualified to teach the compulsory branches. A feeling of alarm, injurious to the successful working of the Upper Secondary Examination, has got abroad, owing to the severity of the test as proved by the results at the first examination. We do not think candidates need fear that, if they will only take pains to come up for the examination properly prepared, they will suffer similar rebuffs in the future. They have it in their power now to guage the standard, and those who instruct them, having model papers to guide them, should see that their preparation is in accordance with the standard. We are just issuing our Supplement to the Journal containing the most recent examination papers of the Upper Secondary and other public examinations and would refer our readers to our advertising pages for a full account of the contents and price of this book.

## PRIMARY SCHOOL EXAMINATION.

We give in full in this issue the Proceedings of the U. C. S. Commissioner on the Primary School examination which, as most of our readers are probably aware, was held for the first time in 1889-90. The chief object of Government in introducing this new examination was to give an impetus to primary education, to consolidate it, and to enable

the inferior ranks of the public service to be supplied with better men than has hitherto been the case. The examination, which was held in the months of November, December and January last at many important centres in this Presidency, is a test specially and carefully adapted to mark the progress made in primary education and is in every way superior to the examination for results grants. Many educationists and a few revenue officials and others helped in the conduct of the examination. A feature of the test was the great interest evinced in it by the candidates and by the general public. This is brought to our notice by the very assuring accounts given by the Presidents of the examination committees in the Districts of Salem and Tanjore, and by such well-known educationists as Messrs. Marsden and Flanagan. The report shows that the highest percentages of passes were in the Districts of Kurnul and Cuddapah, where they were from 79·5 to 90, while in the Districts of Chingleput and Nellore the percentages were relatively very small. These results are due to the want of uniformity in applying the test. Considerable attention should in our view be given to this point.

Turning to other portions of the Commissioner's Proceedings we may say we are very greatly in favour of the recommendation that a larger number of revenue officials should be induced to help in the conduct of the examination. They will be able not only to exercise greater influence on the class of people for whose education the examination has been introduced, but will also materially assist in lightening the work of conducting the examination.

We are not quite in favour of making the examination compulsory for the payment of the departmental grant. We think the time is not yet come, though it may very soon come, to put such pressure on the managers of primary schools. The Educational Department will do very well to allow the test to operate for one or two years more before making the passing of the test a condition precedent to obtaining grants; for, in the meanwhile, institutions that may not have realised the full benefits accruing to them from preparing their pupils for this examination will begin to see clearly its advantages. That the number of centres should be largely increased is highly necessary. Despite the assurance given by the Commissioner that these will be increased when the necessity is felt, we cannot help emphasising the necessity there is of at once giving effect to this assurance, and we hope that the Commissioner will see that this important matter receives his earliest consideration and takes a practical shape.

As regards holding out inducements to the candidates who pass this test, in the shape of preference over the rest in the inferior ranks of the public service, we are at one with the Commissioner in thinking that

it is not advisable to do so at present, as it is likely, in the present state of primary education in this country, that such a step would materially affect its natural growth and improvement and produce unhealthy competition.

One other point we would refer to before concluding our remarks. In the matter of fees pupil candidates have already been exempted from paying. So far as private candidates are concerned we are of opinion that it is not advisable to extend the same privilege to them as it will only be to satisfy the general craving there is for appearing for any test that promises employment in the public service, not to meet the wishes of those who deserve to appear for the test. We have dwelt on most of the salient points of the Proceedings and are of opinion that the examination, if improved as suggested, will become a potent factor in the advancement of primary education in this Presidency.

## PUBLIC EXAMINATIONS OF 1889-90

### Under the U. C. S. Commissioner.

In his annual report on the conduct of the public examinations for 1889-90 under his control, the Commissioner for the U. C. S. Examinations gives some interesting particulars. The examinations under the Commissioner are as follows:—the Middle School, the Primary, the Special Primary and the Medical Entrance Examinations, the Higher Examinations for Women, the Examinations in Science, Arts, and Industries, the Special, Police and Salt Tests, and lastly Miscellaneous examinations such as the Sub-Assistant Inspectors' and the Handwriting Tests.

Of the 9,428 male and 439 female candidates that appeared for the Middle School examination, 3,473 and 326 or a percentage of 37 and 74 respectively were successful. The results as regards the female candidates were twice as good as those for the males. The chief subject of failure among the male candidates was Mathematics which subject is optional with females. Apart from this, the female candidates appear to have shewn superior attainments, which the Commissioner attributes to the better kind of teaching they receive, as also to their greater diligence. One other feature of the examination was the general excellence of the answers given by Brahmins among male candidates and by Native Christians among female candidates.

In the Special Primary examination all the classes of the community were represented by female candidates; otherwise there was nothing noteworthy about this examination. The new Primary examination seems to have already begun to fulfil the object with which it was instituted and to have given an impetus to Primary education.

There was a large increase in the number that appeared for the Special Tests, no fewer than 6,428 being registered, out of which number 1,620 passed. This is largely due to the fact that in a year or two some of the examinations will be closed to those who have only passed the Matriculation and Middle School examinations. The Revenue Higher results were particularly bad last year, but this is explained by the fact that it was the last chance for Matriculates and Middle School passed candidates. The results of the Police and Salt Tests were much as usual, considerable improvement being noticeable in the answers at the former examination.

The results at the Higher Examination for Women call for no special remark, about 69 per cent. of the candidates having passed. The Higher Arts and Science Examinations were held four times in the year, one examination being in January of the present year. At the June examination, 264 passed in Agriculture and allied subjects; in the September examination in Drawing, Pottery, Printing and other practical subjects, 129 passed; at the examination in Inorganic Chemistry held in November, 11 passed, while at the examination in January in Physiology, Entomology and other subjects, 82 passed. The Commissioner has now sent in to Government a revised and comprehensive scheme for these Technical examinations which, when sanctioned, will very largely improve their nature and method.

## NEWS AND NOTES.

### Local and Indian.

No fewer than 9,600 candidates have registered their names for the ensuing Middle School Examination.

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Mr. H. B. Grigg, C.I.E., the Director of Public Instruction, is expected to resume charge from Dr. Duncan about 20th October.

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No fewer than 5,070 candidates have registered their names for the various Special Test Examinations to commence on the 21st of this month.

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We have recently received the issues of a new candidate for public favour entitled the *Social Reformer*. It seems to be carefully edited and likely to carry out the aims of its conductors.

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Thirteen candidates have registered their names for the ensuing M.A. Degree Examination in January next. Of these two appear in English, one in Sanskrit, one in Philosophy, four in History, one in Chemistry, one

in Physics, and three in Mathematics. For the B.A. Examination there are 549 candidates; for the F.A. about 2,077 and for the Matriculation about 7,050.

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The following *three* candidates are declared to have passed in the *vivâ voce* portion of the Test in Branch I. of the Upper Secondary Examination held in May last:—

1 T. S. Krishnaswami Aiyar, 2 M. Seshaiah, 3 T. Shanmuga Mudali.

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We learn that the Committee on the Revision of the Standing Orders and the new Rules of Recognition have just concluded their thirtieth and last sitting. The new regulations will now be submitted to Government and will most probably come into force from the 1st of January next. As the Educational Directory is nearly ready, we shall issue the revised Standing Orders, Curricula, &c., as a Supplement, as soon as they have received the approval of Government.

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The Syndicate will recommend the following alterations in the by-laws of the University at the meeting of the Senate fixed for the 30th of this month:—

i. By-laws 1, 87, 88, 94, and 104, "that the word 'April' be omitted to insert the word 'August'."

ii. By-law 148 "that the words 'Candidates shall be examined in the History of Greece and the History of Rome in alternate years,' be inserted at the beginning of the note at the end of the by-law."

iii. By-law 153 "that the words 'Provided that candidates who fail in one subject, or in more than one subject, (Algebra and Geometry shall constitute a subject, so shall Trigonometry and Euclid, Bk XI.) except the English language, shall be allowed to pass if they secure one-third of the aggregate number of marks, after deducting the marks gained by them in the subject or subjects in which they have failed,' be added to the by-law."

iv. By-law 185 "that the figures and words '1st. November' be omitted to add the figures and words '30th June'."

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## Literary and General.

Stanley is to receive $50,000 for the fifty lectures which he is to deliver in America.

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Henry Drummond's sermon, "The Greatest Thing on Earth," has rivalled *Looking Backward.* The first 120,000 copies were sold in less time than any *novel* that has been recently written.

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The monument to Benjamin Franklin in Mount Auburn is a tall granite shaft bearing this inscription:

To the memory of Benjamin Franklin, the Printer, the Philosopher, the Statesman, the Patriot, who, by his wisdom, blessed his country and his age, and bequeathed to the world an illustrious example of industry, integrity, and self-culture. Born in Boston 1706, died in Philadelphia 1790.

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In Paris a list has been made out of the number of women who have taken degrees at the schools of the different faculties since 1866. The total is 204, and includes 35 in medicine, 69 in mathematics and other sciences, 67 in classics and belles lettres, 16 in both classics and science, 1 in pharmacy, and 1 obtained the degree of Doctor of Laws. Of these degrees 102 were obtained in Paris, and 102 in the provinces. The first degree obtained by a woman in France was given in 1866 to a Mdlle. Daubie, who had passed the examination for it in 1859, at Lyons.

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In the discussion which followed a paper by President W. H. Payne on "Educational Literature," Mr. W. E. Sheldon testified that "every teacher and student of education should possess a well-chosen library of educational books." As a body, English teachers dissent, practically if not theoretically, from this proposition, and yet "how marvellous it is, when one comes to consider the matter, that a man should decline to receive instruction on a technical subject from those who have eminently distinguished themselves in it, and have systematised, for the benefit of others, the results of the experience of a lifetime!" Mr. James Payn, to whom we owe this statement of what seems to us obvious truth, was writing of books, not on teaching, but on whist-playing. Does not his remark apply to teaching *à fortiori*?

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Mr. Routledge, in his report to the Education Department, says:—"Let me enter a protest against striving after a multiplicity of subjects. It is, in my opinion, the pernicious tendency of the present age to encourage a superficial acquaintance with several branches of instruction instead of teaching one subject *thoroughly*. The exclusive study of classics in our great public schools some thirty or forty years ago is oftened ridiculed, but (unless I am much mistaken) they turned out their statesmen far more hard-headed, and with a far keener intellectual grasp, than they do now with their smattering of sciences and ologies. In elementary as well as in higher schools any one subject, thoroughly grasped, educates and strengthens the mind more than a hundred which are merely dived into and not assimilated."

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On the general question, Should we give girls as great intellectual advantages as we give boys? Mr. Fitch seems to us to have spoken admirably:—

"That human beings, whether male or female, come into the world not only to get a living, but to live; that the life they live depends largely on what they know and care about, upon the breadth of their intellectual sympathy, upon their love of truth, upon their power of influencing and inspiring other minds; and that for these reasons mental culture stands in just as close relation to the needs of a woman's career in the world as to that of a man,—all these are propositions which, if not self-evident, are at least seen in a clearer light by the people of our generation than by their predecessors." "And even though the knowledge or power which are the product of a liberal education may seem to have no bearing at all upon the special business of definite duties of a woman, yet if it be felt by its possessor to make life more full, more varied, and more interesting and better worth living, no other justification is needed for placing the largest opportunities within her reach."

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To the brilliant academical successes gained by the ladies during 1890, another has just been added; and in this case the London School of Medicine for Women obtains an additional distinction. At the Intermediate Examination in Medicine in the University of London, Miss Ann Frances Piercy has gained triple first-class honours—namely, in anatomy, in materia medica and pharmaceutical chemistry, and in physiology and histology. In anatomy Miss Piercy has the second place with a gold medal, and in materia medica the first place with exhibition and gold medal. In physiology and histology no exhibition or gold medal has been awarded this year; Miss Piercy, however, is bracketed equal with two male candidates, the three together constituting the first class. Two other ladies from the same medical school also gain honours—Miss Lillie Mabel Agnes Jones (anatomy, 3rd class) and Miss Maud Mary Chadburn (physiology and histology, 2nd class).

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As the crown of the educational system of New South Wales, the University of Sydney is entitled to the highest consideration. Whether regarded in the light of its buildings and equipment, its staff, its curriculum, or its endowments, this institution will now be found to afford to its students all the advantages of superior culture. Its buildings are spacious and well adapted to the several purposes for which they are designed; it possesses a library and a museum, both of great value; and its laboratories are fitted with the most modern appliances. A staff of 33 professors and lecturers is engaged in the instruction of the students in the various subjects comprised in the faculties of Arts, Law, Medicine and Surgery, Science and Engineering. The curriculum includes all the subjects necessary to enable students to take degrees in each of the five

faculties named, and efforts are continually being made to render it more complete and more in perfect accordance with the special needs of the colony.

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The Civil Service Commissioners have issued a paper of regulations for the open competition of June, 1891, and they formally notify in the paper that the regulations for 1892 will be different. The open competition examination in 1891 will be held on the 1st of June and following days, and thirty-one persons will be selected, if so many are found duly qualified. The numbers apportioned to each Presidency or Province will be announced later on. Every intending candidate will have to satisfy the Commissioners, amongst other things, that his age will be above seventeen years and under nineteen years on the 1st of January, 1891, and, should the evidence be satisfactory, the candidate will be admitted to the examination on payment of the fee of £5. Persons desirous to be admitted as candidates must apply on forms, which may be obtained from the secretary to the Civil Service Commission, London, S. W., at any time after the 1st of December, 1890. The forms must be returned so as to be received at the office of the Commissioners on or before the 31st of March, 1891.

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Wherever manual training has been introduced into the elementary schools of France, it embraces the entire course; namely, (1) the *kindergarten*, for children from 2 to 5 and 6 years; (2) the *elementary schools* with (*a*) children's section, 5-7 years; (*b*) elementary section, 7-9 years; (*c*) intermediate section, 9-11 years; (*d*) higher section, 11-13 years; and (3) a *continuation course* of one or two years, 13-15 years. During the years from the earliest year of kindergarten to the ninth year completed, the work consists of two hours of hand-work per week, fifteen hours of movement and recreation-games, thirteen hours of mental instruction. In the intermediate section the pupil has seven hours' hand-work, namely, four hours' wood-work and three modelling; in the higher section the time allotted to hand-work increases to nine hours. In the so-called superior elementary schools the work extends to ten hours' hand-work, while in the normal schools twelve hours are reserved to hand-work. These statements of time include the time devoted to sketching, drawing, and designing.—*The Private Schoolmaster*.

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I once had a pupil (says a correspondent of the *New York School Journal*) whose education was in the wrong channel, at least 100 years before he was born. Therefore, I had the climax of 100 years' bad education. As I had studied human nature I relied a great deal on first

impressions. From a phrenological standpoint I saw I had a difficulty My predecessor, an old teacher, said that he had to wind this boy up every Monday morning with a good hickory in order to keep him within any bounds. His father told me if I could do anything with him it would be more than he or anyone else had done. I began to record the names and ages the first day, but before I got through, his mischief began to crop out; before noon he was swearing, and I could not get him to do anything, or even keep him from talking. Several plans were tried, and at the end of the third day I came to the conclusion that the old teacher did not know how to whip. As I was 20 years old, and strong physically, I resorted to the old plan and gave him a thrashing that would make the lords of creation recoil. After a while I discovered that he admired a pretty card. I gave him one, and told him if I did not have to speak to him for one week I would get him another. *I had found the philosopher's stone!* That boy went from the first reader to the third before my three months' term closed! This was a triumph! The boy was saved!

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The greatly enlarged and in part rewritten edition of R. H. Quick's *Educational Reformers* has been sent to press, and may be expected by the end of the month. The preface to the edition of 1890 begins with a characteristic apologue:—"When I was a young man (*i.e.*, nearly forty years ago) I once did what those who know the ground would declare a very risky, indeed a foolhardy thing. I was at the highest point of the Gemmi Pass in Switzerland, above the Rhone Valley, and being in a hurry to get down and overtake my party I ran from the top to the bottom. The path in those days was not so good as it is now, and it is so near the precipice that a few years afterwards a lady in descending lost her head and fell over. No doubt I was in great danger of a drop of a thousand feet or so. But of this I was totally unconscious. I was in a thick mist and saw the path for a few yards in front of me, *and nothing more.* When I think of the way in which this book was written, three and twenty years ago, I can compare it to nothing but my first descent of the Gemmi. I did a very risky thing without knowing it. My path came into view little by little as I went on. All else was hid from me by a thick mist of ignorance. When I began the book I knew next to nothing of the Reformers, but I studied hard and wrote hard, and I turned out the essays within the year. This feat I now regard with amazement, almost with horror. Since that time I have given more years of work to the subject than I had then given months, and the consequence is I find I can write fast no longer."

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# REVIEWS AND NOTICES OF BOOKS.

ALGEBRA MADE EASY, by K. P. BASU, M.A. Sakha Press, Calcutta, *Price Rs. 2.*

We have examined "Algebra Made Easy" by Mr. K. P. Basu, M.A., with some care and find that it is a good book. The author has explained and illustrated each principle fully and clearly. The typical examples worked out will be of great help to beginners in the subject by helping them to grasp the principles. Factorisation, not easily understood, is treated exhaustively.

MIDDLE SCHOOL ARITHMETIC PAPERS, WITH SOLUTIONS, by G. GOPALAKRISHNA AIYAR. Catechism series. Madras: Kalaratnakaram Press. *Price Five Annas.*

This is a neat little book of about seventy pages giving solutions of the papers set at the Middle School Examination from 1880-1889. The solutions are good and generally clear. There is also an Appendix containing model examples and exercises. It may prove of some help to the student in working sums correctly.

THE ELEMENTS OF EUCLID, BOOK I., by HORACE DEIGHTON, M.A., &c., London: George Bell and Sons.

We have already reviewed [Vol. II. *New Series*, p. 299] with approval Mr. Deighton's complete edition of Euclid, and can therefore only commend this handy separate issue of Book I. This edition, however, differs from the first in the copious use of symbols; whether or not this be an improvement is open to question. Our own view is that the less boys are distracted by symbols at first, the better.

ELEMENTARY ARITHMETIC, by CHARLES PENDLEBURY, M.A., &c., and W. S. BEARD. London: George Bell and Sons.

This clear and clearly printed little book is intended to serve as an introduction to Mr. Pendlebury's well-known *Arithmetic for Schools*, reviewed in a former volume of this Journal, [Vol. II. *New Series*, p. 299]. It has all the good qualities of the larger work with some special to itself. It is excluded from use in Indian schools by the absence of examples in Indian and metrical weights and measures. Judged by the Arithmetics it pours forth, England is still sufficiently insular to ignore all tables of moneys, weights, or measures, except its own. They do these things better in Germany and India.

THE PREVIOUS EXAMINATION ALGEBRA GUIDE—being the Bombay University Arts Examination Papers in Algebra, with Solutions. Bombay: Education Society's Press. Price Rs. 1-8.

We think, after a careful perusal of the book, the author has not used in many instances what are called the usual artifices in algebraical transformations. The solutions of many a question would be simplified and would appear much neater if such artifices had been applied. When the same principle or formula is used in the solution of more than one question, we think it is necessary that it should be brought prominently to the notice of the reader by a reference to it in the previous questions. We hope defects such as these will be removed and the necessary improvements effected when the book goes through the press again. A book on Algebra should have very few "errata." Considering the nature of the book, there are too many in the volume under notice.

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AKBAR: by Colonel G. B. MALLESON, C.S.I., Oxford, at the Clarendon Press, 1890: (Rulers of India Series, edited by Sir W. W. HUNTER, K.C.S.I.)

We reviewed the first book of this series—'the Marquess of Dalhousie'—some months ago. That book, we hoped, would serve as a model for the subsequent works of the series, but not all writers have Sir William Hunter's power of placing a period of history before us lucidly and yet strongly. Colonel Malleson's *Akbar* is somewhat disappointing, as it falls considerably short, in our view, of Hunter's *Dalhousie*. Nevertheless we get from his monograph a clear idea of that great ruler Akbar, as an individual, though we are not sufficiently instructed in the politics of his times and the share he had in them. Colonel Malleson is a fertile writer, as we have hardly had time to read his Akbar before his book on *Dupleix* reached us. This we intend noticing when we have read it.

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THE MAKING OF THE HOME, a Reading book of Domestic Economy, by MRS. S. A. BARNETT.—Cassell and Co. *Price* 1*s*. 6*d*.

This charming little book would be a desirable acquisition in any family, but to the poor, the struggling respectable poor, it would be invaluable. It is well known that the poor are the most improvident of all classes, and to them the teaching in this little book is eminently suitable. The writer is full of sympathy with her readers, puts herself in their place, meets their difficulties, in a loving spirit, and shows them how to remove them.

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In the making of her home the highest moral virtues are taught side by side with the simplest domestic duties,—temperance, unselfishness, prudence, thought for others, self-control, modesty. In the chapters on the seven golden rules, as well as in the Introduction, and the chapters on Dress, Pleasure, and the Choice of Friends there is much to be praised.

In fact the whole book, while it deals with the daily routine of life, the sweeping and cleaning, the cooking and nursing, has an elevating tendency and is helpful in more than the mere living of a lower life. Nor is it wanting in a little scientific talk, such as the composition of air and the value and properties of different kinds of food. There is not however much of this, only enough to show the reason of what is taught, the necessity of ventilation, of a proper choice of food, &c.

The book is nicely got up, the type is good, and its 206 pages are well worthy the careful reading of those for whom it is intended and cannot fail to interest as well as instruct.

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INORGANIC CHEMISTRY, Theoretical and Practical, a manual for students in advanced classes, by WILLIAM JAGO, F.C.S., F.I.C. London, Longmans, Green and Co., 1890. *Price, 4s. 6d.*

Of the multitude of Chemistry Text-books that have appeared recently, we have no hesitation in saying that this is one of the very best. The author, being a practical teacher, begins at the beginning, and does not alarm the young student with the mysteries of Chemical Theory and Nomenclature before he knows anything about the general characters of the elements whose combinations this Theory deals with. Step by step and at judicious intervals theory is interwoven with description and experiment, in a way that leaves nothing more to be desired. The calculation of chemical formulæ from percentage compositions, the nomenclature of acids and salts, quantivalence, the graphic notation, and basicity are all treated with a clearness and fullness that will make the book an excellent guide to the student. We think that the special and systematic stress laid on the industrial applications of each element and its compounds is one of the best features of the book. It is what is much neglected in this country. Our students cram up formulæ of reactions, without having grasped the living ideas that correspond to these reactions. For this reason we should like to see more fully explained the chemical part played, in the now enormous industry of photography, by the various salts which the photographer uses. Thus sodium thiosulphate, the photographer's "Hypo," is dismissed rather summarily on p. 259 and p. 335 & sq, on p. 357, we are told that cadmium iodide is used in photography,—unless more is told, there is no use of telling this to an advanced student; on p. 359 the industrial value of the metal

*aluminium* is understated, and is hardly up to date; so the chemical part played in photography by the silver salts, by gold chloride, and by platinum chloride, should have been given. A special chapter on photographic chemistry would in our opinion be a valuable addition to what is, taken all in all, an excellent Text-book. The diagrams, typography, and general arrangement of the book are excellent; and we hope it will displace Roscoe or Miller as the B.A. Chemistry Text-book.

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CASSELL'S MODERN SCHOOL SERIES:—(1). *The Citizen Reader*; (2). *The Laws of Every Day Life*, by H. O. ARNOLD-FOSTER; (3) *The Temperance Reader*, by the Rev. J. DENNIS HOOD, M.A.

It would be impossible to speak too highly of these excellent Manuals for the young. In the very brief Introduction to his *Citizen Reader*, Mr. Arnold-Foster—(the son, if we mistake not, of Mr. Willian Arnold of the Bombay Army, sometime Director of Public Instruction in Bombay, and grandson of Dr. Arnold of Rugby)—says "the work is intended to instruct boys and girls in our elementary schools with regard to their rights, duties and privileges as British Citizens. It contains an account in simple and popular language of the principles of the legislative and administrative arrangements of the country, explains the meaning and value of our chief popular liberties and describes the duties owed by British Citizens to their country, their countrymen and themselves." This book, now in its 125th thousand, admirably carries out the author's aim. It will be a good day for India when a work on the same lines is prepared for the youth of this country. Mr. Arnold-Foster, guided by the advice of some such competent authority as Sir William Hunter, might do worse than employ himself in producing a similar work for India. The book is well printed, very strongly bound, and takingly illustrated.

The praise we have bestowed on Mr. Arnold-Foster's 'Citizen Reader' may be given in equal measure to his *Laws of Every Day Life*, which, as the Preface to it states, "is not in any way intended to be a manual in the art of Government, or of political economy; it is simply intended to show that there are certain great laws and rules underlying our national life which it is our interest to learn and which it is to our advantage to obey."

*The Temperance Reader* is by that well known temperance advocate, the Rev. J. Dennis Hood, M.A. The book is unsuited for India, but we can hardly doubt its utility in England. A work on the subject, but on somewhat different lines and with different illustrations, would perhaps not be out of place in this country.

1. COMPLETE ANNOTATIONS, with Introduction and Criticisms on the prescribed portions for the B.A. Examination of 1891 from Bradshaw's Anthology, by H. J. BHABHA, M.A., Principal, Maharaja's College, Mysore, &c. *Price* 1 *Rupee.*

2. NOTES ON HARRISON'S CROMWELL, for the use of Indian students, by M. T. QUINN, M.A., (Lond.) Professor of English Literature, &c., Pachaiyappa's College, Madras. *Price Rupee* 1, *annas* 12.

These two books of annotations, issued by the enterprising native firm of Tawker Sadananda and Co., Esplanade Row, Madras, in the series of their annotated texts for the B.A. Students of 1891-92, do credit to their authors.

Mr. Bhabha's *Notes on the Selected portions of Bradshaw's Anthology* are good, but were, as we know, written under great difficulties, he having been transferred, just at the time he was preparing them, from Mysore to Bangalore, as Educational Secretary to the Government of Mysore. The Introduction, Lives, and Summaries of the Poems and Criticisms will be found of considerable value, and so too will the Notes. We think these latter show signs of haste, and contain points which are open to objection; but, after all, what Notes do not? We have yet to see the Notes that are absolutely perfect or that a hostile critic cannot pull to pieces. What an honest critic should look to see is whether the annotator is a competent person to undertake such work, and we certainly think Mr. Bhabha has shown in these Notes that he is quite competent to act as an interpreter of English to Native students.

Mr. Quinn's *Notes on Cromwell* are exceedingly elaborate,—almost too much so. We observe considerable improvement in Mr. Quinn's style of annotating, but think that a great number of his Notes are still too lengthy. Having said this, we have only to praise the scholarly care with which he has annotated Mr. Harrison's book. Mr. Harrison is evidently a man after Mr. Quinn's own heart, and the Notes are written *con amore.* The Charts, Maps, Plans of Battles, Summaries of Chapters, and the Index of 11 pages will be found very helpful to students. We should mention that the book has been beautifully printed by Mr. Taylor at the Lawrence Asylum Press.

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HISTORY OF ENGLAND from 1689, by T. F. TOUT, M.A. London: Rivingtons.

This work "aims at completing the *History of England for the Middle Forms of Schools,* of which the First Part, by Mr. T. York Powell, was published in 1885. The Second Part, by Professor Mackay, filling up the gap between 1509 and 1688, has been long in preparation and will, it is hoped, shortly be published." We have no space for a minute review of this History of England, but are glad to be able to bestow

upon it our warmest commendation. It deals fully with the history of the last hundred years, (William and Mary to the present time,) and yet concisely. The author brings his history down to the year 1887. This is a great improvement on the *Epochs of English History*, which, in the edition of 1888 closes with the year 1874. Mr. Tout has executed his share of the work thoroughly well. We wish we could honestly say the same of his publishers. The get up of the book leaves much to be desired. We protest, on behalf of all students, against such small and close print as the book contains, and we think the maps and plans would be greatly improved if they were enlarged and coloured. A well written work, such as this is, deserves a better setting.

In this connection we think it not out of place to advise the Syndicate to prescribe, or at least to recommend, a History of England for the use of First in Arts students. Having recently made a close study of the portion prescribed by the University for the F.A. Course, we feel compelled to say that it would be difficult to find a worse book than the *Epochs of English History*—especially Books V, VI and VII—which is so largely used in Second Grade Colleges. A considerable portion of the work is at once meagre and ill-written. Here, for example, are a few elegant extracts from the complete edition of the *Epochs of English History* (1888),—page 398: "Every year he made every county of England and Wales give him money, called ship-money, for raising a navy, *for guard of* the seas;" p. 465: "Three ships, sent from England, made their way up the river Fogle on which the town is built, *in spite of the Irish*," &c.; p. 46: "Their General, St. Ruth, *got* killed by a cannon-ball;" p. 471: "They had more ships than the French who *got* beaten," &c.; p. 469: "He was afraid he might lose his *lordly place* in Europe;" p. 653: "Let us *hear* what this conspiracy was." These are a few out of a great number of infelicities we have marked.

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(1.) Longmans School Atlas, Physical and Political.

(2.) Longmans New 5s. Atlas, edited by G. G. Chisholm.

Messrs. Longmans send us two Atlases which are certainly things of beauty, though we fear the progress of geographical research will prevent them being joys for ever. Yet it is pleasant, as one's old friends go out of date, to find their places taken by others possessing new and engaging features of their own. They make us almost envy our children, for there were no such cheap and beautiful Atlases for schoolboys when we were young. The 5s. Atlas possesses not only beauty but great educational value. The physical and the political maps are not on separate sheets but are, so to speak, overlaid upon the same sheet. This necessarily curtails somewhat the perfection of each, but

with the advantage of showing, in a way the pupil cannot overlook or forget, the dependence of political geography upon that of nature's fashioning. An attempt has been made also to show the relative size of countries by drawing them on the same scale, or, where that is impossible, on scales that are simple multiples of each other. The result is very interesting. Thus America, Asia and Africa are on the same scale and show the preponderating mass of land in the Old world; or again, it is difficult to realize that Russia in Europe, is almost if not quite as large as the United States. There are many other useful innovations which we cannot here notice.

The maps are beautiful specimens both in engraving and colouring of Stanford's work: and we must add that the binding has been carefully attended to, so that every map opens flat, which is a great desideratum.

The smaller Atlas is of course not so perfect, but is a very admirable production in its way. The maps are clear, beatifully printed, and not overcrowded with names. They are, as in the larger work, Physical and Political, but there are distinct maps for England, and there are also in addition interesting Commercial maps of the British Isles and the United States.

Both Atlases contain complete, and as far as we have tested them, accurate indexes. Great attention has been paid to getting the correct spelling of the names. For example we may mention that all Indian names are given as in *Sir W. W. Hunter's Gazetteer,* and where the variant is a familiar form both are given, as *Karáchi, Kurrachee.* We may note as a curious oversight, that though in both Atlases more recent railway lines are shown and even Kashmir is marked as British territory, in neither is the line to Bangalore and Mysore marked.

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We have, during the past month, received the following books and magazines. We hope to review the books in our next number.

BOOKS.

Dupleix, by Col. G. B. Malleson in the Rulers of India Series. Oxford, at the Clarendon Press, 1890; Longman's Hand-book of English Literature, Part V., by R. McWilliam, B.A.; T. Nelson and Sons' Higher Grade English; The Principles and Practice of Book-keeping, by K. Subramania Aiyar, B.A. Madras: Addison and Co. Price Rs. 2-8; Shakespeare's Henry V., by A. D. Innes, M.A., (Longmans, Green and Co.); Shakespeare's King John, by O. Elton (Longmans, Green and Co.); Examination Papers in Trigonometry, by G. H. Ward, M.A., (George Bell and Sons); Originality of Thought among Hindus, by J. E. Vedanayagam Pillay, B.A., (The Cosmopolite Press); Notes on the History of India, published by D. V. Sadhale and Co., Bombay.

MAGAZINES.

The *Boys' Own Magazine* for October; The *Punjab Magazine* for July; *Journal of Education* (London) for September; *Private School Master* for September; *Educational Times* for September; *Journal of Education* (Boston) for August; *India's Young Folks* for October; The *Progress* for October; The *Young Men of India* for October; Secunderabad *Parish Magazine* for October.

## MIDDLE SCHOOL, HIGHER FOR WOMEN, HAND-WRITING TEST AND SPECIAL PRIMARY EXAMINATIONS.

### MIDDLE SCHOOL EXAMINATION.

ENGLISH.

*Handwriting.*—Mr. J. Small, Miss Pogson, Mr. J. H. Bond, M.R.Ry. K. Streecanta Aiyar.

*Dictation.*—Mrs. Symonds, Miss Cherry, Mrs. Longhurst, Miss Bernard, Mrs. Wyatt.

*Grammar and Language.*—Mr. G. Maddox, Miss Carr, Mr. C. C. Flanagan, Mr. F. J. Moss, B.A., Rev. A. Walsh, M.A., Rev. A. C. Taylor, M.A., Mr. J. H. Bullivant, M.A., Mr. J. Mark S. Hunter, B.A., Mr. T. R. Scott, B.A., Mr. W. A. Home, B.A., Mr. A. E. Duchesne, B.A., Miss Edith A. Gow.

*Composition.*—Mr. W. B. Simpson, B.A.

VERNACULAR LANGUAGES.

*Tamil Translation.*—M.R.Ry. M. R. Swaminatha Aiyar, B.A., Rev. J. Lazarus, B.A., M.R.Ry. P. Seethrama Iyer, B.A., Mr. W. D. Clarke, B.A.

*Telugu Translation.*—M.R.Ry. P. S. Annachariar, B.A., M.R.Ry. G. Mukunda Rao Naidu, B.A., M.R.Ry. M. Venkataratnam, B.A., M.R.Ry. K. Krishnamachariar, B.A.

*Malayalam Translation.*—M.R.Ry. K. Venkateswara Aiyar, B.A., L.T.

*Kanarese Translation.*—M.R.Ry. R. Raghunatha Rau, B.A.

*Hindustani Translation.*—Muhammad Azam Sahib, B.A.

CLASSICAL LANGUAGES.

*Latin.*—Rev. J. T. Lawrence.

*Sanskrit*:—

*Handwriting and Dictation.*—K. Balamukunda Aiyar, B.A.

*Grammar and Text Book.*—M.R.Ry. T. Sankara Row, B.A., M.R.Ry. M. S. Kuppuswami Aiyar, B.A.

*Translation.*—M.R.Ry. S. Sankara Aiyar, B.A.

*Persian.*—Mohidin Hussain Khan.

*Arithmetic.*—Mr. Geo. Bickle, Miss Pratt, M.R.Ry. T. Iyakannu Naicker, B.A., M.R.Ry. Iyappan Pillai, B.A., Mr. D. A. Hobday, B.A., Mr. E. S. Hensman, B.A., Mr. T. R. Toussaint, Rev. T. H. Whitamore, Miss Regel.

*Mathematics.*—M.R.Ry. S. Ramadas Aiyar, B.A., M.R.Ry. M. S. Harihara Aiyar, B.A., M.R.Ry. S. Radakrishna Aiyar, B.A., M.R.Ry. C. Gopalakrishna Moodelliar, B.A., M.R.Ry. L. A. Ganapathi Aiyar, B.A., M.R.Ry. A. Mrithyinjaya Aiyar, B.A., M.R.Ry. P. T. Srinivasa Aiyangar, M.A., L.T., Rev. F. Billard, M.A., Mr. E. Winckler, B.A., Mr. F. E. Perret, Mr. A. D. Zaccheus, B.A., Mr. S. Davis, B.A.

*Geography and Indian History.*—Mrs. Pritchard, Miss Rajahgopaul, M.R.Ry. N. Vaidynadha Aiyar, M.A., M.R.Ry. C. Bhujanga Row, B.A., Mrs. Stevenson, Madame O'Halloran, Rev. N. Gnanapragasam, Mr. T. S. Ince, B.A., Miss Patterson, B.A., Mrs. Zainul Abidin, Miss Keely, Miss Clara Morgan.

*Introduction to Science, Physiology, Physical Geography, Electricity and Magnetism.*—Dr. J. N. Cook.

*English History and Political Economy.*—Rev. A. Margoschis.

*Agriculture, Mensuration, Geology.*—Mr. W. Keess, M.A., M.R.A.C.

*Needle-work.*—Miss Harriman.

*Domestic Economy.*—Miss Florence Carr.

*Phonography.*—Mr. T. Luker.

*Mercantile Arithmetic.*—Mr. C. K. Gardiner.

*Book-keeping, Commercial Correspondence, Advanced Spelling, Superior Penmanship.*—K. Subramania Aiyar, B.A., A.S.A.A.

*Music.*—W. D. St. Leger.

## HANDWRITING TEST.

Mr. H. B. Bernard.

## SPECIAL PRIMARY EXAMINATION.

*English Dictation and Indian History (English).*—Mrs. S. W. Roze.

*English Grammar and Composition.*—Miss Jupe.

*English Prose.*—Mrs. Barrow.

*Arithmetic and Geography, (English).*—Rev. C. H. Pelly, M.A.

*Hygiene.*—Dr. Delany.

*Agriculture.*—Mr. W. Keess.

*Needle-work.*—Mrs. R. B. Ward.

## HIGHER EXAMINATION FOR WOMEN.

*English Dictation, English Composition, Paraphrase, English History, History of England, Literature.*—Lady Superintendent or Madame deLowndes.

*English Prose, and Poetry, English Grammar and Language.*—Miss Baker.

*Arithmetic and Mathematics.*—Rev. J. T. Lawrence.

*Geography and Indian History.*—Mrs. Roze.

*Physics, Chemistry and Geology.*—Mr. W. Keess, M.A., M.R.A.C.

*Domestic Economy.*—Miss Florence Carr.

*Needlework.*—Miss Harriman.

# BOARD NORMAL SCHOOL, RAJAHMNDRY.

We note with pleasure the elevation of the Elementary Normal School, Rajahmandry, to the Standard of the Secondary Grade Lower, and congratulate the Matriculate and Middle School teachers of the Northern Circars on the opportunity thus afforded them of being trained to become certificated teachers at far less cost and trouble than heretofore. It is hardly necessary to observe that it is this class of teachers that most require training. There are now about fifteen Matriculates and about the same number of Middle School men under training, while about forty teachers are being prepared for the Special Upper Primary Examination. The whole institution is managed by a Licentiate in Teaching, a trained Matriculate and a trained Telugu Pandit. The Licentiate in Teaching is Mr T. V. Sivakumara Sastriar who was appointed Head Master of the institution on the recommendation of the Inspector of Schools of the Circle, and who had established his claims to the place by his efficient and successful management of a large High School at Amalapur for about the three years. A trained Matriculate was the Head Master of the Institution when it was only an Elementary Normal School. We cannot help remarking here that the assistance rendered to the Head Master is somewhat meagre, and hope that, in course of time, a few more assistants will be appointed, which, we consider, is a thing absolutely necessary for the efficient conduct of the institution.

The practising department consists of eight classes from the Fourth Upper down to the Infant Class. These classes are taught mainly by the Normal students, and strict supervision is exercised over their teaching. It is often supposed that the efficient training of Normal students is incompatible with efficient instruction in the practising classes, that in a Normal School properly so called the lads are only subjects of experiment, and that the efficiency of their instruction must in consequence be hopelessly given up. This belief is erroneous, and we have no doubt that both results can be simultaneously secured by skilful management and vigilant supervision on the part of the Head Master. We do not mean to say, however, that the maximum amount of efficiency such as can be secured in a model school officered by *trained* teachers, can be secured here. We only mean that it is possible, by a proper distribution of work among the students, by an unstinting and strict supervision over their work, by periodical scrutiny of the work done by each teacher and by such other means, to secure as much efficiency as will not only leave no room for the entertainment of any vague fears by the public regarding the unfolding and culture of the different mental

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powers of the lads brought under the influence of the institution, but as will also ensure for the institution itself a stability that will practically and effectively prove the unsound character of the objection so often and so unjustly flung against the utility (so far as the education of the lads is concerned) of Normal institutions, in general. We hope that, in drawing up the time table, the Head Master has paid attention to this fact and has introduced that important element of permanence in the matter of teaching, as much of it at any rate as is consistent with a fair distribution of practical work among the students. It is needless to observe that a training institution should be characterised by exemplary discipline and model methods of instruction, and that its popularity depends solely upon what impression each student carries with him when, after training, he quits the institution for good. It is indeed very unfortunate that in India the importance of training is very variously estimated and that Normal Schools should not be viewed with that amount of regard which they deserve. We hope that the Head Master and his assistants will always work with an ideal before them; and though it may not be possible to attain perfection, yet such a procedure will bring them nearer to it than any amount of aimless, undefined and spasmodic action.

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## THE DUTY OF THE UNIVERSITY TO THE TEACHING PROFESSION.*

From the close of the Middle Ages the universities have been a potent force in promoting the intellectual development of the civilized world. They have been at once the conservators of culture attained and the means to a broader and deeper acquirement. From Bologna's foundation until the present time the university has continued to increase in scope, in power, and in influence until to-day it stands in Europe and America alike, the faithful witness to the intellectual triumphs of the past and the sure guide to the intellectual progress of the future.

The university stimulates and strengthens every phase of educational activity. No department of the scholastic organization is wholly beyond the reach of its influence. Its spirit touches and animates, although sometimes very indirectly, every grade of common school. It has moulded and shaped the practical affairs of life, the current of human history. The need of our time is well-trained, educated men and women, equipped morally, intellectually, and physically to be of service to society and the state. As the common school with its army of teachers,

* Abstract of an address delivered before the New York State Teachers' Association, by the President of the New York College for the Training of Teachers at Saratoga, July 8, 1890.

scattered as it is over the length and breadth of the land, is the controlling factor in the problem of national education, it comes to pass that at this time the university owes a most imperative duty to the teaching profession,—the careful and systematic exposition of education considered as a science.

Great as is our zeal for education, we have long overlooked education itself as a subject of study and investigation. From Aristotle to Spencer education has claimed the careful attention of almost every thinker whose name occupies a permanent place in the history of philosophy. Great nations are freely spending both their treasure and the energy of their profoundest and acutest intellects in the endeavour to provide a complete and harmonious system of scholastic training for their youth. Hundreds of thousands of teachers engaged in the actual work of the schoolroom are asking for light to guide their daily practice, and principle on which to base it. Surely now the time has come when the university may and must lend its aid.

Normal schools are invaluable, professional training schools and colleges for teachers are necessary, but these are not all. They serve to cultivate a field which the university cannot reach directly, but they cannot supplant the work of the university itself. The university, and the university alone, is equipped by tradition, by scholarship, by resources, and by opportunity to give to the subject of education that profound and accurate treatment that has characterized its study of the sciences, both moral and physical, during the past five hundred years.

The university will naturally bring to the study of education three points of view, and as a result there will be three distinct but complementary phases of educational science,—the historical, the psychological, the ethical. From the historical standpoint the university will construct, by the use of the comparative and statistical methods so familiar in other fields of learning, the history of education.

As complementary to the history of educational thought and practice, the university will make a careful and systematic study of existing educational systems. Their organization and administration, their financial basis and their cost, their effectiveness, and the significance and characteristics of the various institutions contained in them, will all be made clear. The value of such a study as this is self-evident; for it is the advantage of our modern civilization that in all these great human concerns, each nation is ready and willing to profit by the experience of its neighbour.

From the psychological standpoint the university will construct a science of education from which the principles of the art of teaching will

be readily derived. In this field much has been done of recent years, largely in the universities of Germany. It is founded upon the science of psychology and not upon crude, empirical generalizations. But a prodigious work is still to be accomplished. The science of psychology itself, as distinguished from the old so-called mental science, is still in its infancy. In a hundred laboratories and studies investigations are now in progress which, when completed, will add immensely to our knowledge of the laws of mental growth and mental processes. The peculiar psychological facts upon [illegible] a science of education is to be based, are only now being gathered. Every classroom, whether it contains but a single child or a hundred children, is a psychological laboratory of the first order, and it is reasonable to believe that as the number of adequately trained teachers increases, the accumulation of psychological material for a science of education will proceed with greatly increased rapidity.

The university cannot, with any organization that it has yet assumed, give to intending teachers their necessary practical training. For this training constant contact with children themselves and much experience in the schoolroom are indispensable. And although the medical faculty assigns its students to the task of observation and practice in the hospital, the university student of education has not yet had a similar opportunity for professional apprenticeship accorded to him. The time may come when the university will be able to offer practical teaching experience to those students who desire it; but the work of constructing and expounding a science of education need not be delayed until then.

From the ethical standpoint the university will seek to establish the aim of education, to point out wherein the goal of moral and intellectual development consists, to make clear the considerations that should control the action of the educated individual as a person, as a member of the family, as a citizen of the state. There is a territory of considerable extent in which ethics, economics, and education have a common interest. The questions that will be raised in it are of the weightiest, and their determination a matter of great importance. In it, as in all things, we need to know the ultimate aim of the process we engage in and the moral value of the agencies we employ. Here again the university finds opportunity for the exercise of its vast powers. Ethical speculation is as old as civilization, but there is a wide range of subjects and human activities, many of them intimately connected with education, to which the exact application of moral ideals and ethical laws is still to be made. To make this application will be the contribution of the university to the thical side of the science of education.

A science of education will not be completed in a day. It touches too many branches of knowledge, and involves too great a number of details, to admit of speed in its construction. Its secrets will only be yielded up to patient research and unremitting intellectual toil. But the advantages to follow in its train are sufficiently great to compensate for almost any expenditure of effort. From the university it will go out to the college, the academy, the elem[illegible]ntary school, the kindergarten. The training of the youngest and poo[illegible]hild will be improved by it. New light will be thrown upon the [illegible]amiliar processes of instruction. The whole system of educatio[illegible]ified and harmonized. But it must not be supposed for an [illegible] any science of education at which we may arrive will be [illegible] geometric certainty. The factors on which it depends are not mathematical, but psychological and moral. Education, if it is to be a true science, must always be a growing one.

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## REASON AND MEMORY.

Young boys—from ten to thirteen—appear to own, for the most part, good memories, but seem to possess the faculty of reasoning—even of the simplest reasoning—in the lowest possible degree. Give a boy of this age half-a-page of dates to learn—or a list of geographical latitudes or longitudes—and he will learn them, and very likely repeat them without a mistake. We mention dates and measurements simply because they are so entirely—unless worked on some mnemonic principle—a matter of memory, for, as a lesson, nothing seems more dry, and, it must be avowed, more devoid of real utility. Yet the boy will learn them, know them, and, with the aid of a small amount of repetition, fix them firmly in his memory. But give that same boy the major and minor premises of the simplest syllogism, and ask him to *draw for himself* the conclusion—will he do it? It is almost certain that he will not. If you say to him, "Every dog is an animal.—Toby is a dog," he will *not* draw the obvious conclusion, "Therefore, Toby is an animal." If forced to say something, he will probably remark that, therefore, Toby barks, or Toby wears a muzzle, or will deduce some other illogical conclusion, true enough in fact, no doubt, but hardly what his teacher would desire. It is, perhaps, this lack of perception as to what constitutes a *chain* of mathematical reasoning that renders it so hard to a boy of this age to master the sixth proposition of the first book of Euclid. Not the fifth, not the time-honoured old Pons Asinorum. A judicious use of coloured chalks will usually keep distinct in the juvenile mind the sides of the various pairs of triangles in the famous "bridge." But what

fairly "floors" him in the sixth proposition is the "*reductio ad absurdum.*" "What is the use," he repeats to himself, "of trying to prove what you know is not true." And in spite of the teacher's every effort, the idea will pervade his mind that every step is so much labour in vain. This is no theoretic possibility—again and again boys experience the same sensation of being utterly "at sea." One must admit that, so far as Euclid is concerned, the difficulties to be contended against are not a few. Unfortunately the great author does not—as it has been frequently remarked—draw a clear line between what is so obvious as to need no proof, and what must be proved, although obvious enough at first sight. A boy, too, is taught at the outset to establish a chain of reasoning, and that the continuity of this chain must not be broken, also that he must for every statement be able to appeal to an axiom, a postulate, or a definition, in support of it. For example, a boy reads in proposition VI.—"therefore the base D C is equal to the base A B, and the triangle A B C to the triangle A C B—*the less to the greater, which is absurd.*—(Ax.) 9." Here, after the old difficulty of the "*reductio ad absurdum*" has been got over, we have still an unsatisfactory method of dealing to face. Axiom 9 is quoted, in support of the very obvious fact that the whole is greater than its part. But if we may not state, without appeal to an axiom, that "the whole is greater than the part," how can we assert with such confidence that the triangles A B C and A C B *are* respectively the less and the greater! We tacitly assume the fact, because our sight convinces us without need of further proof. Surely in the same manner it might satisfactorily prove that one circumference of a circle cannot cut another at more than two points—without need of half a page of demonstration and a painfully distorted figure trying to fulfil impossible conditions! And sometimes boys exhibit a strange fit of intelligence, and put questions on these and similar points that need considerable skill on the part of the tutor to *evade*—not to *answer*.—*The Private Schoolmaster.*

## THEORY OF TEACHING.

It is no longer needful, we believe, to apologise for speaking of the theory of teaching. Most thoughtful teachers now acknowledge that such a theory does exist, and that, like all theories founded on induction, it is not fixed and final, but continually improves with the progress of observation and experiment, and must ever continue to improve as long as we continue to add to our knowledge of human mind and human life. The main difficulty of these believers seems to be to decide how the ordinary teacher is to gain his knowledge of this theory of teaching.

Many—and especially those strongly imbued with a sense of the valuable mental training to be derived from true science-work—maintain that the only right way here, as in other science-teaching, is the way of observation, experiment, and practice; that the way to gain a knowledge of child-mind and child-nature is to observe child-mind and child-nature. But such a view, sound though it appears at first sight, in reality rather increases than lessens our difficulties. Did the question concern the method to be employed by the philosopher, the scientific specialist, the maker and modifier of the general theory, we should acknowledge the rightness of the view at once. And so also should we acknowledge it were we considering how to employ psychology and physiology as the means, or part of the means, for general education. But our case is neither of these. We pre-suppose that the would-be teacher is already possessed of a sound general education, and we do not aim at producing a psychologist or physiologist, or even, in the strictest sense of the term, an educational philosopher, but a teacher. And further, supposing we adopt the plan suggested, may we not fairly ask what is the minimum amount of observation and experiment on which it would be really safe to erect a theory which would have any likelihood of being *generally* sound? And, adds our practical friend with telling effect, how many years of his life do you suppose the would-be teacher can afford to devote to this investigation, even if we grant that he is fitted to undertake it at all? I have heard it said that a man may spend a whole lifetime on psychology alone before he comes to any very satisfactory results due solely to his own inquiries.

No, we are afraid the practical man is right. This plan will not work. And after all, as a matter of fact, in science-teaching, strictly so called, do we ignore the discoveries and thought of others, and keep our students working as if the world had only begun yesterday, making all the old mistakes over again, and with pain and toil arriving at last just where our predecessors left off? In this way progress would be impossible. Human thought is not a fortuitous succession of solitary and disconnected activities, but an ordered continuous whole. Every generation should, and does, profit by the knowledge and wisdom of all the generations which have gone before it. And so every would-be teacher should learn and profit by results and general principles not arrived at by his own individual inquiries, whatever else he may do.

In other words—to cut the matter short—we consider that the ordinary educated person who desires to become a teacher must be content to take his *general* principles, his theory of teaching, ready-made—at any rate at first. And he should resort to practice, and that continuously,

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not for the purpose of forming theories, but in order to see and learn the application of theory, and so to come to the true understanding of what the theory in question means. The business of the teacher pure and simple is the application, not the forming, of theory—at least, it must be so at the outset and during all the earlier part of his career. Practice he must have, and plenty of it, but it should be practice in applying theory. Study he must, and diligently; for he must understand and know the theory he has to apply. But to do this he must take his theory as it is set forth and explained and illustrated by others, knowing that he will never completely understand it until he has seen it at work again and again, and has realised to the full how far and in what ways it holds good in work. Later on, after years of experience, he may safely reconsider the whole matter, and so make his own contribution to the progress and improvement of the theory of teaching. That seems to us the only arrangement practically possible.

And, meanwhile, the young teacher will do well to bear in mind that he is dealing with *general* principles, and that *general* principles are never completely applicable to *particular* cases. To make judgment wholly by the rules of general theory is the humour of the scholar and of the pedant. Studies perfect nature, and are perfected by experience. But studies themselves give forth directions too much at large except they be bounded in by experience. General principles are guides and interpreters in particular cases, and as such are of the highest value. But inasmuch as they are general, and not particular, we need experience to direct us in their right application. We only understand an individual thing thoroughly in the light of general knowledge. "A botanist," as Mr. Sully points out, "only comprehends a new plant when he classifies it, that is, refers it to a general description or head, and accounts for it by help of general botanical principles." Similarly, we only understand a particular child when we bring to bear on it a previous *general* knowledge of child and human nature. And while psychological knowledge thus aids us in reading the individual characters of children, it assists further in determining the proper modifications of our educational methods to suit these variations." It is because general principles can do this for us that we urge the young teacher to acquire a sound knowledge of them. But they can never enable us to do without intelligence and experience. A thorough mastery of them does not turn a teacher into a machine. It only gives him the power to see more clearly, to think more soundly, and to act more wisely. But he has still to see, to think, and to act; besides gaining knowledge, he has to apply what he knows to particular cases.—*The Educational Times.*

# EXAMINATION PAPERS.

## MATRICULATION CLASS.

### ENGLISH.

I. Paraphrase:—

Day dawns upon the mountain's side;—
There, Scotland! lay thy bravest pride,
Chiefs, knights, and nobles, many a one:
The sad survivors all are gone.—
View not that corpse mistrustfully,
Defaced and mangled though it be:
Nor to yon Border castle high,
Look northward with upbraiding eye:
Nor cherish hope in vain,
That journeying far on foreign strand,
The Royal Pilgrim to his land
May yet return again.

II. Give the meaning of:—

(1) It became the object of all my hope and desires.
(2) Jack had anticipated my wants.
(3) He soon recovered his self-possession.
(4) To couch a spear.
(5) Have they not a voice among us?
(6) Encamped beneath Life's rushing stream,
In Fancy's misty light,
Gigantic shapes and shadows gleam
Portentous through the night.
(7) I will open to thee my whole heart.
(8) There are few doors through which liberality cannot find its way.
(9) A straw best shows how the wind blows.

III. Annotate:— (1) northern streamers; (2) the Miserere; (3) maiden city; (4) many a flower; (5) gird you to the fray.

IV. Derive:—*banner*—*legend*—*pavilion*—*peasant*.

V. Parse the italicised words:—

Not enjoyment, and not sorrow,
Is our destined end or *way*;
But *to act*, that each to-morrow
*Find* us farther than *to-day*.

VI. Distinguish between:—(1) bright blue eye, bright-blue eye; (2) decry, descry; (3) few, a few; (4) contemptuous, contemptible; (5) he is himself, he is beside himself; (6) orison, horizon.

VII. Break up the following passage into clauses giving the nature and construction of each:—When he looked round about him, he saw himself confined by the bars of nature, which had never yet been broken, and by the gate, through which none that once had passed it were ever able to return.

VIII. (*a*) Define (1) *Allegory*; (2) *Simile*. Give from your text an example of (1) and quote either that simile of the 'dead oak' or of the 'hungry wolves.'

(*b*) What is an *Epithet*? Fill in those in the following extracts and show their appropriateness:—

(1) Knight and noble lie around him,
Cold on Flodden's —— hill.
(2) And the voice of that —— song
Is singing and saying still.

IX. Reproduce in your own words the story (as far as you have read) of the Swiss Family Robinson. (N.B.—*No more than a page to be submitted.*)

X. Explain the Rhythm of the minor poems, and scan a stanza of any one of them.

XI. Re-write:—

(1) You are not more successful in private homes than I have been in courts (*using the Positive degree*).

(2) But let a maid thy pity share,
Whom love has taught to stray.
(*Changing the Voice of the verbs.*)

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(3) When summer reigns the flowers rejoice (*without Figure*).
(4) We read to no purpose if we cannot remember (*as an Interrogation*).
(5) *To err* is human. They resolved *to return to the same spot*. The hermit sat on a bench *to enjoy the coolness of the evening*. (Expanding the italicised phrases into clauses.)—*Teachers' College, Saidapet.*

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I. Paraphrase:—

Could Time, his flight reversed, restore the hours,
When, playing with thy vesture's tissued flowers,
The violet, the pink, the jessamine,
I prick'd them into paper with a pin,
(And thou wast happier than myself the while,
Would'st softly speak, and stroke my head, and smile,)
Could'st those few pleasant days again appear,
Might one wish bring them, would I wish them here?
I would not trust my heart—the dear delight
Seems so to be desired, perhaps I might

II. Give the simple meaning of the following phrases:—

(1) Dainty little man, air of satisfaction, selfish foresight, glutinous sap, potent beverage, impotent rage, to correct the flavour, fertile in suggestions, life's solemn main, the dead past, sands of time, freshening breeze.

(2) Give the precise meaning of the italicised words below:—
(*a*) I laid aside my telescope *for* my gun.
(*b*) They proceeded to grin and chatter at us, expressing their anger *at* the disturbance by the most discordant noises.
(*c*) They were frightened *by* our approach.
(*d*) The night was intensely cold, and we were glad to creep together *for* the heat.
(*e*) Let us take measures for putting it to test *with* the dawn.
(*f*) Many a chief *of* birth and rank.

(3) Give the derivation and meaning of—*paladin, courier, currier, tit-bit, adroit, peculiar, gossip, lieu.*

Who or what is meant by the following?

(1) Vain knight-errant, Gaunt's embattled pile, Aurigny's isle, *Semper Eadem*, Borough-muir, Vale of Tears.

(2) How should the following words be pronounced? *Inevitable, rind, jaguar, cochineal, lettuce, luxurious.*

IV. Give the construction of the italicised words below:—

(1) And the *Miserere's singing.*
(2) These I cut with my hatchet into pieces of four or *five feet long*, *which* the boys bound into bundles for carrying *home*.
(3) We accordingly sought in our little cabin for such empty barrels as seemed *large enough to keep* a person afloat.

V. Give the connexion in which the following Similes occur:

(1) "As bends the bark's mast in the gale."
(2) "Like pine-tree rooted from the ground."
(3) "As the wolves in winter circle
Round the leaguer on the heath."
(4) ..................................like men
Who have seen the roaring torrent
Sweep their happy homes away."

*Complete the last Simile.*

VI. (1) "Then it was truth," he said—"I knew
That the dark presage must be true."
What was the *presage?*

(2) "All night long the northern streamers
Shot across the trembling sky."

Explain the physical phenomenon referred to.

VII. Quote Scott's Apostrophe to the female sex.

VIII. Give the meaning of the following with reference to the context:—

(1) O'er Longleat's towers, o'er Cranbourne's oaks, the fiery herald flew.
(2) Up! and if ye cannot save them,
Come to us in blood and fire.

(3) Death is nearer to us, brethren,
Than it seemed to those who died.
(4) Though our hearts are bleeding yonder,
Let our souls be steadfast here.
(5) Forgot were hatred, wrongs, and fears;
The plaintive voice alone she hears,
Sees but the dying man.
(6) Till the oak that fell last winter
Shall uprear its shattered stem—
(7) Wives and mothers of Dunedin—
Ye may look in vain for them.

IX. Give in your own words the legend of "The Beleagured City."

X. "A sinful heart makes feeble hand."
Where in your text does this occur? Expand it into a short paragraph.

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## PHYSICS.

I. What peculiarities with respect to shape and size can you observe (1) in a piece of quartz, (2) in a bottle of castor-oil, and (3) in a bag of Hydrogen gas. What are these peculiarities due to?

II. On what principle are wells dug?

III. A solid cylinder floats in water with one-fourth of its volume under water. What is the specific gravity of the cylinder.

IV. How can the pressure of the atmospheric air be taken advantage of in raising water from a deep well as also in emptying a large tank.

V. A body is projected vertically upwards with a velocity of 10 miles an hour from the deck of a ship moving in a straight line at the rate of 12 miles per hour. Where will the body fall (1) when the ship continues in its motion, and (2) when the ship stops immediately after the body has been projected.

VI. How are echoes produced?

VII. What is meant by the boiling point of a liquid? What experiment could you make to shew the connection between this boiling point and pressure.

VIII. What philosophical instruments depend for their construction on the expansion of bodies due to heat. Describe any one of these instruments.

IX. How many units of heat are necessary to convert a pound of ice at 0°C. to steam at 120°C. Mention any peculiarity that may be noticed in this process of conversion.

X. Define the terms *conduction*, *convection*, and *radiation* as applied to heat. How would you compare the conducting powers of iron, silver and copper?

XI. How has the velocity of light been determined?

XII. Is the looking-glass picture of a man an exact picture? What do you see when a lighted candle is placed between two vertical mirrors?

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## CHEMISTRY.

I. What substances are produced by the burning of a candle? How would you determine the composition of these substances by weight? By what chemical tests can they be known? Name the compounds which they respectively form by combining (1) with the oxide of sodium [$Na_2O$] and (2) with quick lime [$Ca\,O$]. Mention any physical peculiarity that may be noticed during this process of combination.

II. What condition must bodies fulfil before they could be crystallized. Name half a dozen of crystalline bodies and give their formulæ.

III. How would you prepare Hydrogen, Oxygen, Nitrogen, Chlorine and Carbonic acid gas.

IV. What is coal gas? How is it prepared? What constituent of coal gas is found in coal mines? How is it a source of danger to the miners? How has Davy proposed to avert this danger?

V. How much of common salt ($Na\,Cl$) in solution will 100 grains of silver Nitrate ($Ag\,NO_3$) precipitate?

$Na = 23$ $Ag = 108$

$Cl = 35{\cdot}5$ $O = 16$ $N = 14$

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## ARITHMETIC.

I. (a) Simplify (1) $\dfrac{3\frac{1}{2}+2\frac{1}{3}-1\frac{1}{4}}{2\frac{1}{2}+3\frac{1}{3}-4\frac{1}{4}} \div \dfrac{\frac{1}{2}+\frac{1}{3}+\frac{1}{4}}{\frac{1}{2\frac{1}{2}}+\frac{1}{3\frac{1}{3}}-\frac{1}{3\frac{3}{4}}} \times \dfrac{\frac{4}{5}\text{ of }4\frac{1}{4}}{\frac{3}{5}\text{ of }5\frac{1}{4}}$.

(2) $(184\cdot3\dot{2}\dot{1} + 4\cdot532 - 179\cdot06\dot{8}\dot{1}) + 322\cdot706$.

(b) Find the value of $\frac{1}{4}$ of 17s. 8d. + 2·625 of 1s. — $\frac{3}{4}$ of $\frac{4}{5}$ of 5s. 4d. + ·263. of 25s., and reduce the result to the decimal of £5.

II. Find by Practice the weight of 59 packages each weighing 1 lb. 10 oz. 18 dwts 22 grs. and the value at £5 6s. 8d. per lb.

III. Define Proportion. How is a proportion expressed? What is meant by a mean proportional between two numbers? Find a mean proportional between ·0002 and 18.

If 20 men can perform a piece of work in 12 days, how many men will perform a piece of work half as large again in a fifth part of the time, if they work the same number of hours a day, supposing that 2 of the second set can do as much work in an hour as 3 of the first?

IV. A park in the form of a rectangle whose length is $1\frac{1}{3}$ of its breadth, contains 24 ac. 3ro. $6\frac{1}{2}\frac{1}{4}$po. If two men start from the same corner, and walk at the rate of $4\frac{1}{2}$ miles an hour, one going round the park, and the other going along the diagonal, how much sooner will the latter reach the opposite corner than the former?

V. The discount on a certain sum of money due 5 years hence at $4\frac{1}{2}$ per cent. is less than the interest on the same sum for the same time at the same rate by Rs. 66. 8 as. Find the discount on the sum and the sum itself.

VI. In a certain school the average number of daily absentees is 12 per cent. of the whole number of scholars, but if the number of scholars were increased by 54, the same number of absentees would be 8 per cent. of the whole; find the number of boys in the school.

VII. A tradesman imported a quantity of foreign goods for which he had to pay a duty of 15 per cent. but the demand for them having gone off he is obliged to sell at a loss of $5\frac{1}{2}$ per cent.; a month earlier he could have sold them for £124 4s. 2d. more and then would have cleared $2\frac{3}{4}$ per cent. on the transaction. What price did he pay for the goods?

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## ALGEBRA.

I. Simplify the following expressions:—

(a) $\left(\frac{1}{x}p+2q\right)^3\left(\frac{1}{y}q+2r\right)^3\left(\frac{1}{z}r+2p\right)^3 \div \left(\frac{p}{z}\,\frac{q}{x}\,\frac{r}{z}\right)^2$.

(b) $\dfrac{x+y+\frac{y^2}{x}}{x-y+\frac{y^2}{x}} \div \left(\dfrac{x+y}{x-y}\right)^2 \times \dfrac{x+\frac{y^3}{x^2}}{x-\frac{y^3}{x^2}}$.

II. Find the H. C. F. and L. C. M. of—

$6x^4 - x^3y - 3x^2y^2 + 3xy^3 - y^4$ and $9x^4 - 3x^3y - 2x^2y^2 + 3xy^3 - y^4$.

III. Extract the square root of—

$$\frac{a^4}{4}+\frac{a^3}{x}-2\tfrac{1}{4}\,ax+\frac{a^2}{x^2}+\frac{x^2}{a^2}$$

IV. If $s=a+b+c$ shew that

$$\sqrt{(as+bc)(bs+ac)(cs+ab)}=(a+b)(b+c)(c+a).$$

V. Solve the following Equations:—

(a) $(x+a-b)(x+b-c)(x+2c)=(x-a+b)(x-b+c)(x+2a)$.

(b) $\dfrac{x-10}{x-5}+\dfrac{x-6}{x-3}=\dfrac{2x-24}{x-8}$.

VI. A fruiterer sold for 19s. 6d. a certain number of oranges and apples of which the latter exceeded the former by 180. He sells the apples at the rate of 5 for 3d. and 15 oranges bring him in 1½d. more than 35 apples. How many are there of each sort?—*Nizam College, Hyderabad, Deccan.*

# PRIMARY SCHOOL EXAMINATION.

In the letters above recorded, the Chairmen of the several Primary School Examination Boards report on the results of the first examination held under Notification No. 7, of the 29th January 1889.

2. In accordance with article 4 of the Notification, 27 boards of examiners were appointed, composed of no fewer than 187 members; of these, 101 were Government officials, and the rest Local Fund schoolmasters or private individuals. The following statement furnishes detailed information regarding the constitution of the boards and the results of the examination conducted by them:—

TABLE I.

| Circle and District. | Area in square miles. | Number of Primary School Examination Boards. | Number of centres. | Average number of square miles per centre. | Approximate average maximum distance which candidates had to travel to reach a centre. | Number of members that composed each Board. Government officers. Inspecting officers. | Government officers. Schoolmasters. | Government officers. Others. | Private individuals. Schoolmasters. | Private individuals. Others. | Total. | Total number of candidates that appeared for the examination. Pupils. | Teachers. | Others. | Total. | No. of days occupied in actual examination. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Northern.** | | | | | | | | | | | | | | | | |
| Ganjam | 8,313 | 2 | 16 | 519 | 13 | 2 | ... | ... | 3 | 1 | 6 | 36 | 22 | 58 | 116 | [illegible] |
| Vizagapatam | 18,344 | 1 | 12 | 1,528 | 22 | 2 | ... | ... | 2 | ... | 4 | 116 | 28 | 9 | 153 | [illegible] |
| Godavari | 7,097 | 2 | 14 | 506 | 12½ | 4 | ... | 1 | 3 | 1 | 9 | 239 | 20 | 148 | 407 | [illegible] |
| Kistna | 8,[illegible]36 | 1 | 12 | 669 | 14½ | 4 | ... | ... | 3 | ... | 7 | 201 | 36 | 39 | 27[illegible] | [illegible] |
| Kurnool | 7,358 | 1 | 8 | 919 | 17 | 2 | ... | ... | ... | 2 | 4 | 120 | 21 | 39 | 180 | [illegible] |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 712 | 127 | 293 | 1,1[illegible] | [illegible] |
| **Central.** | | | | | | | | | | | | | | | | |
| Nellore | 8,462 | 2 | 6 | 1,410 | [illegible] | 2 | ... | ... | 3 | 2 | 7 | 85 | ... | 3 | 88 | [illegible] |
| Madras | 27 | 2 | 2 | 13 | 2½ | 4 | ... | ... | 3 | 1 | 8 | 129 | 8 | 2 | 139 | [illegible] |
| Chingleput | 2,753 | 1 | 6 | 458 | 12 | 4 | 1 | ... | 5 | ... | 10 | 71 | 4 | 4 | 79 | [illegible] |
| Bellary | 11,007 | 1 | 11 | 611 | 14 | 2 | ... | 3 | 3 | 3 | 11 | 136 | 58 | 11 | 205 | [illegible] |
| Anantapur | | 1 | 7 | | | 3 | ... | 3 | 1 | 2 | 9 | 54 | 9 | 16 | 79 | [illegible] |
| Cuddapah | 8,367 | 1 | 10 | 836 | 16 | 3 | ... | 1 | 3 | 2 | 9 | 39 | 1 | 1 | 41 | [illegible] |
| North Arcot | 7,139 | 1 | 11 | 649 | 14½ | 3 | ... | ... | 8 | 1 | 12 | 111 | 12 | 5 | 128 | [illegible] |
| South Arcot | 4,873 | 1 | 8 | 609 | 14 | 3 | ... | 1 | 3 | 1 | 8 | 142 | 5 | 17 | 164 | [illegible] |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 767 | 97 | 59 | 923 | [illegible] |
| **Southern.** | | | | | | | | | | | | | | | | |
| Coimbatore | 7,432 | 1 | 10 | 743 | 15½ | 4 | ... | 10 | 3 | ... | 17 | 344 | 29 | 23 | 396 | [illegible] |
| Nilgiris | 749 | 1 | 2 | 374 | 11 | 1 | ... | ... | 2 | 1 | 4 | 82 | 2 | 3 | 87 | [illegible] |
| Salem | 7,483 | 1 | 9 | 831 | 16 | 8 | ... | 4 | 4 | ... | 11 | 330 | 10 | 17 | 357 | [illegible] |
| Tanjore | 3,654 | 1 | 10 | 365 | 11 | 4 | ... | 9 | 2 | 1 | 16 | 905 | 50 | 50 | 1,005 | [illegible] |
| Trichinopoly | 3,515 | 1 | 10 | 351 | 10½ | 2 | ... | ... | 2 | 1 | 5 | 420 | 13 | 20 | 453 | [illegible] |
| Madura | 9,502 | 1 | 10 | 950 | 17½ | 4 | ... | ... | 3 | ... | 7 | 477 | 11 | 9 | 497 | [illegible] |
| Tinnevelly | 5,176 | 1 | 9 | 575 | 13½ | 3 | ... | 2 | 4 | ... | 9 | 184 | 22 | 58 | 264 | [illegible] |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2,742 | 137 | 180 | 3,059 | ... |
| **Western.** | | | | | | | | | | | | | | | | |
| Malabar | 6,002 | 2 | 13 | 461 | 12 | 3 | ... | ... | 1 | 1 | 5 | 380 | 78 | 75 | 533 | [illegible] |
| South Canara | 3,902 | 1 | 8 | 487 | 12½ | 4 | ... | ... | 3 | ... | 7 | 745 | 68 | 20 | 833 | [illegible] |
| Total | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1,125 | 146 | 95 | 1,366 | ... |
| Grand Total | 189,191 | 27 | 204 | ... | ... | 66 | 1 | 34 | 64 | 20 | 185 | 5,346 | 507 | 627 | 6,480 | ... |

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3. With a view to make the transition from the grant examination as gradual as possible, the services of the Inspecting officers of the Educational Department and schoolmasters were utilised to a very large extent. In Chingleput and South Canara the Inspectors of the respective circles served as Chairmen, and all the Assistant Inspectors were chairmen of the more important districts included within their divisions, and the Sub-Assistant Inspectors were all of them members of the Boards within their respective ranges.

4. The examination was conducted at 204 centres on the whole, or at 9 centres on an average per district, the largest number, 16, being allowed in the Ganjam District, and the smallest number, 6, in the Nellore and Chingleput Districts. On a rough calculation, it is observed that Nellore and Vizagapatam appear to have been the only districts in which the candidates had to travel more than twenty miles to reach a centre to undergo the examination. In other districts the average distance travelled did not exceed 17½ miles, and was not more than a day's journey.

5. Sixty-six Inspecting officers and 65 schoolmasters served on the boards as chairmen or as members; 34 Revenue officials, and notably among them some of the Tahsildars and Deputy Collectors of the Tanjore and Coimbatore Districts, took an active part in the examination; while 20 private gentlemen, Vakils and landholders, rendered valuable service in connexion with the examination.

6. Looking next to the number of candidates that appeared for this examination, out of 6,480 that appeared altogether, 5,346 or 80 per cent. were pupils of results schools of the Presidency; 507 or 7·8 per cent. were teachers of those schools, and 627 or nearly 10 per cent. were private candidates for appointments in the public service. The largest number of pupil-candidates, viz., 905, appeared from the Tanjore District, while the largest number of teachers, viz., 78, appeared from the Malabar District. Of private candidates, the Godavari District contributed the largest number, viz., 148. The special interest which the Chairman of the Tanjore Board, who is also the Assistant Inspector of the district, took in this examination, conjointly with his subordinate inspecting officers, resulted in 1,005 candidates, or more than 15·5 per cent. of the total number, appearing for this examination from that district. It is due to Mr. Marsden also to make special mention of the success that attended his exertions as Chairman of the South Canara Board, as many as 833 candidates having entered for the examination in that district. The only districts in which more than 500 candidates availed themselves of this examination are Tanjore, South Canara and Malabar. The smallest number, viz., 41, appeared from the Cuddapah District, and the next number, 79, appeared from each of the districts of Chingleput and Anantapur.

7. Taking next the Inspectors' circles, 3,059 candidates or 47·2 per cent. of the total number appeared from the Southern educational circle; 1,366, or more than 21 per cent. from the Western; 1,132, or 17·4 per cent. from the Northern, and 923, or 14·4 per cent. from the Central circle. It is far from satisfactory that the Central circle, which is larger in area than the Southern and Western circles, and comprises Madras and the districts of North and South Arcot, besides the Ceded Districts (Kurnool excepted), should have sent up so small a number of candidates for the examination, but the Acting Commissioner trusts that renewed efforts on the part of the Chairmen in this circle will lead to better results at the next examination.

8. Considering that the Primary School examination has only recently been instituted and that it was held for the first time during the year; considering, too, that the dates fixed for holding the examination were in many cases notified but a short time before the examination and that in many schools the examinations for the fourth standard had taken place either before the dates were notified or before the examination was held, it is encouraging to find that so many as 6,480 candidates appeared for it; but large as this number is, it is hardly more than a third, perhaps, of the number that

would have appeared had the examination been made compulsory in the case of schools sending up pupils for results grants, and is much less than it would have been had pupil candidates been admitted free of charge. The popularity which attended the first Primary School examination may be gathered from the reports of the chairmen and the members who conducted it.

Mr. Williams of the Tanjore Board observes: "As I had to begin the examination on the 1st December, the 1st of November was fixed as the last day for application, and the managers with commendable promptness sent up their applications in time to reach me before that date. As far as this district (Tanjore) is concerned, I am confident that even though the examination be optional as in the year under report, the majority of the fourth standard pupils will come up for the Primary School examination, and I should therefore expect about 1,400 candidates for the examination next year. The examination as contemplated by the Director of Public Instruction has given a great impetus to primary education."

Mr. Flanagan of Coimbatore states: "I am certain, judging from the satisfaction with which managers, teachers and pupils generally accepted the announcement of this new examination, and the alacrity with which they elsewhere responded to its establishment, that it is heartily welcomed as supplying a need which had begun to make itself felt. The examination has proved a success. The interest displayed in it by the outside public, evidenced by the numbers that crowded to the places of examination in the various centres to witness the proceedings, was great. This examination will prove of the utmost importance as an instrument in the spreading of primary education."

Mr. Marsden, Inspector of Schools of the Western Circle and Chairman of the South Malabar Board, submits an interesting report from which the following lengthy extract is here appended:—

"Mr. Santappa, to whose opinion I attach much importance, remarks:—'The examination seems to be liked by the public. Even schools under the salary grant system, the girls' school at Palmatta, previously examined by the Inspectress for results grant, and several village schools not eligible for results grant under the fourth standard, sent up pupils for the examination. Parents of the richer and middle classes consider it an honor that their children should undergo a service test held by a board under a European officer, and so laid pressure on the schoolmasters to send up their children to the examination, even though they were not eligible for results grant through want of attendance. The village pupils take great delight in the matter. Not only do they enjoy a holiday on going to and returning from the centre of examination, but they like the opportunity of seeing a town. I found most of the village boys very gay and lively.'

"This I can from my own observation corroborate. On my way from one centre to another, I stopped at a good many village schools, and found everywhere the most eager interest in the examination. Evidently the boys looked upon it, to use an expressive Indian word, as a 'tamasha.' Now and then I passed a cart full of boys, dressed in their best, bound for the town where the examination was to be held the next day. They looked precisely as if they were going to a festival."

Dr. Downie of the Nellore Board writes: "I have reasons for believing that the examination will be popular, and that a large number of candidates will be presented at all the centres this year."

Mr. G. Kodandaramayya, M.A., Deputy Collector in the Salem District, who conducted the Primary School examination, states:—

"The popularity and success of the examination has already within my short experience begun to produce visible effects on the primary schools, and will, I have no doubt, in course of time exercise more powerful and lasting influence on the progress of primary education in the various schools."

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9. The smallness of the numbers that appeared for this examination in certain districts is attributed by some of the Chairmen to the following circumstances:—

(1) The want of due publicity given to the institution of this examination.

(2) The mistake made in fixing the dates of examination in January and February for some of the most important centres.

(3) The fact of the examination having been purely an optional one as a test for results grants during the year.

(4) The levy of a fee for admission to the examination.

(5) The distance which the candidates had to travel to undergo the examination.

(6) The opinion of the parents in some districts that their children need not be presented for the Primary School examination as they could conveniently prosecute their studies up to the Middle School, the Matriculation, or the Upper Secondary examination.

10. There can be no doubt that all these causes had their share in preventing a larger number of candidates from appearing, but many of them have ceased to operate, and the effect of their removal will doubtless be seen at the next examination.

11. The next statement shows the results of the examination by districts:—

## TABLE II.

| District | Pupils. Examined. | Pupils. Passed. | Teachers. Examined. | Teachers. Passed. | Others. Examined. | Others. Passed. | Total that appeared. | Total that passed, i.e. passed in the compulsory subjects. | Percentage of passes to number examined. | No. of passes for certificates. | Percentage of passes for certificates to number examined. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | | 2 | | 3 | | 4 | 5 | 6 | 7 | 8 |
| Ganjam | 36 | 8 | 22 | 9 | 58 | 22 | 116 | 39 | 32·7 | 37 | 31·9 |
| Vizagapatam | 116 | 58 | 28 | 18 | 9 | 2 | 153 | 78 | 50·9 | 55 | 36·6 |
| Godavari | 239 | 172 | 20 | 18 | 148 | 123 | 407 | 313 | 77 | 93 | 22·8 |
| Kistna | 201 | 142 | 36 | 26 | 39 | 29 | 276 | 197 | 71·4 | 100 | 36·2 |
| Kurnool | 120 | 108 | 21 | 21 | 39 | 39 | 180 | 168 | 93·3 | 45 | 25 |
| Nellore | 85 | 75 | ... | ... | 3 | 1 | 88 | 76 | 86·4 | 68 | 77·4 |
| Madras | 129 | 99 | 8 | 8 | 2 | 1 | 139 | 108 | 77·6 | 24 | 18 |
| Chingleput | 71 | 55 | 4 | 1 | 4 | 2 | 79 | 58 | 73·4 | 38 | 48 |
| Bellary | 136 | 102 | 58 | 40 | 11 | 11 | 205 | 153 | 74·6 | 73 | 35·6 |
| Anantapur | 54 | 42 | 9 | 6 | 16 | 14 | 79 | 62 | 78·5 | 37 | 47 |
| Cuddapah | 39 | 31 | 1 | 1 | 1 | ... | 41 | 32 | 78 | 25 | 60·9 |
| North Arcot | 111 | 67 | 12 | 9 | 5 | 2 | 128 | 78 | 61 | 50 | 39 |
| South Arcot | 142 | 54 | 5 | 3 | 17 | 8 | 164 | 65 | 39·6 | 65 | 39·6 |
| Coimbatore | 344 | 187 | 29 | 23 | 23 | 16 | 396 | 226 | 57 | 174 | 43·9 |
| Nilgiris | 82 | 43 | 2 | 2 | 3 | 1 | 87 | 46 | 53 | 38 | 43·7 |
| Salem | 330 | 213 | 10 | 9 | 17 | 13 | 357 | 235 | 65·8 | 146 | 40·9 |
| Tanjore | 905 | 644 | 50 | 33 | 50 | 34 | 1,005 | 711 | 71·7 | 216 | 21·5 |
| Trichinopoly | 420 | 250 | 13 | 8 | 20 | 15 | 453 | 273 | 60·2 | 273 | 60·2 |
| Madura | 477 | 264 | 11 | 7 | [illegible] | 5 | 497 | 278 | 55·6 | 163 | 32·8 |
| Tinnevelly | 184 | 116 | 22 | 15 | 58 | 36 | 264 | 167 | 63·2 | 167 | 63·2 |
| Malabar | 380 | 253 | 78 | 60 | 75 | 49 | 533 | 362 | 68 | 210 | 39·4 |
| South Canara | 745 | 559 | 68 | 53 | 20 | 11 | 833 | 623 | 74·8 | 209 | 25 |
| Total | 5,346 | 3,542 | 507 | 370 | 627 | 434 | 6,480 | 4,346 | 67 | 2,306 | 35·9 |
| Percentage of passes to number examined. | 66·2 | | 73 | | 69·2 | | 67 | | ... | ... | ... |

12. The average of passes for the Presidency, i.e. passes in the compulsory subjects of reading, writing and arithmetic, was 67 per cent. In Ganjam and South Arcot less than 40 per cent. of the numbers examined passed; in Karnool, Nellore, Anantapur and Madras more than 75 per cent.; and in the remaining districts between 50 and 75. Assuming that from 50 to 75 per cent. would be a fair proportion of passes in this examination, the standard adopted appears to have been unduly severe in Ganjam and South Arcot, while the reverse was the case in Karnool and Nellore.

The Chairman of the Ganjam Board states:—"The low percentage is in the opinion of the board mainly due to many candidates, especially 'others,' not having previously acquainted themselves with full particulars of the subjects in which they would be examined and the portions therein to be brought up." The Chairman of the South Arcot Board states:—"The utility of the examination does not yet seem to have come home to those people for whom it is intended as a qualifying test for the minor public service." These explanations do not appear to be quite satisfactory.

13. Two thousand three hundred and six, or 35·9 per cent. of the number presented, have been declared by the boards as qualified for complete certificates; the Nellore Board returned the largest percentage of passes for certificates, viz., 77·4, while the Madras Board declared only 18 per cent. of the examinees eligible for certificates. Fourteen districts passed more than the average percentage, while the rest ranged from 18 to 32 per cent.

14. As was to be expected, the greatest success was achieved by the teacher-candidates, 73 per cent. of whom were declared to have passed. Pupil-candidates passed 66·2 per cent. and private candidates 69·2 per cent.

15. The information furnished by the Chairmen in their reports is more or less meagre. It is not possible, therefore, to make any useful remarks here regarding the nationality of the candidates, the languages brought up by them, or their ages. Care will be taken to see that the necessary particulars are supplied in future reports.

16. Mr. Marsden has instituted a very interesting comparison between the standard adopted by the sub-assistants in previous years for the fourth standard examination and that adopted by the Primary School Examination Board. The average results of the Fourth Standard examination after the introduction of the revised Grant-in-Aid Code are compared below by districts with those of the Primary School examination so far as pupil-candidates are concerned.

## TABLE III.

*Comparative Statement showing the statistics of pupils presented and passed for the IV. Results Standard and the Primary School Examination.*

| DISTRICTS. | Number of Pupils at the Fourth Standard Results Examination. Presented. Boys. 1886-87. | 1887-88. | 1888-89. | Presented. Girls. 1886-87. | 1887-88. | 1888-89. | Passed. Boys. 1886-87. | 1887-88. | 1888-89. | Passed. Girls. 1886-87. | 1887-88. | 1888-89. | Average Number of Pupils per Year during 3 Years at the Fourth Standard Examination. Presented. Boys. | Presented. Girls. | Passed. Boys. | Passed. Girls. | Number of Pupils at the Primary School Examination of 1889. Presented. Boys. | Presented. Girls. | Passed. Boys. | Passed. Girls. | Percentage of Passes to No. presented at the Grant Examn. Boys. | Girls. | Percentage of Passes to No. presented at the Primary School Examination. Boys. | Girls. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ganjam ... | 335 | 418 | 437 | 22 | 15 | 27 | 220 | 257 | 288 | 17 | 12 | 22 | 397 | 21 | 255 | 17 | 36 | ... | 8 | | 64·2 | 81 | 22·2 | | |
| Vizagapatam ... | 600 | 677 | 609 | 21 | 46 | 42 | 370 | 378 | 433 | 14 | 30 | 36 | 629 | 36 | 394 | 27 | 116 | ... | 58 | ... | 62·6 | 75 | 50 | | |
| Godavari ... | 679 | 748 | 862 | 60 | 76 | 19 | 430 | 452 | 502 | 40 | 39 | 11 | 763 | 52 | 461 | 30 | 238 | 1 | 172 | ... | 68·4 | 57·7 | 72·4 | | |
| Kistna ... | 1,302 | 654 | 984 | 79 | 72 | 18 | 672 | 476 | 582 | 57 | 53 | 6 | 980 | 56 | 577 | 39 | 201 | | 142 | ... | 59 | 69·6 | 70·6 | | |
| Kurnool ... | 306 | 230 | 206 | 4 | 3 | 18 | 205 | 152 | 142 | 3 | 3 | 12 | 247 | 8 | 166 | 6 | 120 | | 108 | ... | 67·2 | 75 | 90 | | |
| Nellore ... | 135 | 164 | 235 | 33 | 38 | 43 | 83 | 117 | 155 | 24 | 24 | 27 | 178 | 38 | 118 | 25 | 85 | | 75 | ... | 66·3 | 66 | 88·2 | | |
| Madras ... | 361 | 368 | 226 | 122 | 139 | 157 | 179 | 154 | 132 | 57 | 74 | 88 | 318 | 139 | 155 | 73 | 27 | 102 | 19 | 80 | 48·7 | 52·6 | 70·4 | 78·4 | |
| Chingleput ... | 446 | 437 | 376 | 27 | 47 | 34 | 301 | 301 | 205 | 10 | 22 | 15 | 420 | 36 | 269 | 16 | 71 | ... | 55 | ... | 64 | 44·4 | 77·4 | | |
| Bellary ... | 444 | 286 | 257 | 17 | 18 | 19 | 197 | 137 | 121 | 5 | 4 | 9 | 329 | 18 | 152 | 6 | 136 | | 102 | ... | 46·2 | 33·3 | 75 | | |
| Anantapur ... | 208 | 130 | 149 | 1 | 2 | 2 | 112 | 78 | 97 | ... | 1 | 2 | 162 | 2 | 96 | 1 | 54 | ... | 42 | ... | 59·2 | 51 | 77·7 | | |
| Cuddapah ... | 117 | 75 | 82 | 11 | 13 | 17 | 76 | 39 | 42 | 1 | 5 | 3 | 91 | 14 | 52 | 3 | 39 | | 31 | ... | 57·1 | 21·4 | 79·5 | | |
| North Arcot ... | 364 | 488 | 419 | 47 | 47 | 62 | 254 | 295 | 299 | 39 | 27 | 37 | 424 | 52 | 283 | 34 | 111 | | 67 | ... | 66·7 | 65·? | 60·3 | | |
| South Arcot ... | 575 | 650 | 553 | 33 | 33 | 50 | 393 | 439 | 345 | 15 | 26 | 21 | 593 | 39 | 392 | 21 | 142 | | 54 | ... | 66·1 | 53·8 | 38 | | |
| Coimbatore ... | 251 | 433 | 434 | 26 | 49 | 65 | 171 | 312 | 310 | 20 | 26 | 50 | 373 | 47 | 264 | 32 | 344 | | 187 | ... | 70·7 | 68 | 54·3 | | |
| Nilgiris ... | 21 | 20 | 33 | 8 | 11 | 7 | 14 | 12 | 22 | 5 | 7 | 1 | 25 | 9 | 16 | 4 | 82 | ... | 46 | ... | 64 | 44·4 | 52·4 | | |
| Salem ... | 308 | 249 | 292 | 42 | 52 | 29 | 192 | 150 | 184 | 25 | 33 | 18 | 283 | 41 | 175 | 24 | 330 | | 213 | ... | 51·1 | 58·5 | 44·5 | | |
| Tanjore ... | 844 | 906 | 1,085 | 98 | 94 | 119 | 605 | 648 | 789 | 76 | 53 | 72 | 945 | 104 | 681 | 69 | 905 | | 644 | ... | 72 | 66·3 | 71·1 | | |
| Trichinopoly ... | 450 | 471 | 459 | 84 | 101 | 105 | 293 | 345 | 282 | 57 | 84 | 53 | 460 | 97 | 307 | 65 | 420 | | 250 | ... | 66·7 | 67 | 59·5 | ... | |
| Madura ... | 738 | 610 | 560 | 77 | 84 | 95 | 445 | 379 | 396 | 67 | 57 | 88 | 636 | 85 | 407 | 71 | 477 | | 264 | ... | 62·4 | 83·3 | 55·3 | | |
| Tinnevelly ... | 752 | 608 | 691 | 221 | 234 | 188 | 509 | 354 | 440 | 182 | 168 | 129 | 684 | 214 | 434 | 160 | 184 | | 116 | ... | 63·4 | 74·2 | 63 | ... | |
| Malabar ... | 1,081 | 1,138 | 992 | 95 | 138 | 149 | 764 | 845 | 639 | 72 | 98 | 96 | 1,069 | 127 | 749 | 89 | 380 | ... | 253 | ... | 69·9 | 70 | 66·5 | | |
| South Canara ... | 576 | 606 | 510 | 17 | 31 | 32 | 376 | 399 | 341 | 16 | 22 | 20 | 564 | 27 | 372 | 19 | 745 | ... | 559 | ... | 65·9 | 70 | 75 | | |
| Total ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 10,570 | 1,262 | 6,775 | 831 | 5,243 | 103 | 3,462 | 80 | 64 | 65·8 | 66 | 77·7 | |

17. No attempt will here be made to compare the results obtained by female candidates, as the number that appeared for the new examination was exceedingly small. Looking only to the success obtained by the male pupil-candidates, the standard adopted by the Tanjore, Tinnevelly and Malabar Boards alone was nearly equal to that of the Inspecting officers in previous years, while eight boards conducted a much severer examination, notably those of Ganjam and South Arcot; and the rest a much easier examination. Under this last head appear very prominently the districts of *Kurnool*, *Nellore* and *Cuddapah* with 90, 88, and 79·5 per cent. of passes at the Primary School examination against the average success under the Fourth Results standard in previous years of 67, 66, and 57 per cent. The Chairman of the Kurnool Board states in explanation:—"The majority of the candidates having been educated in recognised schools, the success at the examination was satisfactory."

18. The following are some of the suggestions that have been made by the Chairmen of the boards for the better working of the examination:—

(1) Forms of application should be printed in diglot in English and in the vernacular language of the district.

(2) The candidates should be called upon to provide themselves with their own writing materials for the examination.

(3) Some definite rules should be framed for the identification of the candidates. Pupils and teacher-candidates should be certified to by the head-masters or the Inspecting schoolmasters of the taluk, and private candidates should be made to appear in person before the Treasury officers, who should supply a descriptive roll of the candidates to the respective Chairmen of the boards.

(4) Endeavours should be made to secure the services of Revenue officers as members of Examination Boards.

(5) The examination-season should be extended from three to four months, viz., November, December, January and February; and greater relief should be given to the Assistant Inspectors so that they may take part in all the examinations. In large towns, the examination should be held not later than 20th December.

(6) No fees should be levied from pupil-candidates.

(7) The number of centres for each district should be increased considerably.

(8) The Primary School examination should be made a compulsory test for passing results grants under the fourth standard.

(9) In the examination hall, teacher-candidates should be kept apart from pupil-candidates.

(10) The names of those who pass high in this examination should be posted up in the offices of Tahsildars and Divisional officers, and preference should be given to such candidates when vacancies occur in the inferior service.

(11) Grants to results schools should be made conditional on the teachers passing the Primary School examination within a prescribed time.

(12) All the candidates should produce copy-books.

(13) Vernacular poetry, vernacular grammar, mensuration and needle-work should be added to the "optional subjects" prescribed for this examination.

(14) The standard in arithmetic should be raised.

(15) Mr. Clegg, Chairman of the Bhadrachalam Board, states that greater credit should be given to "spelling" and less to "handwriting" under "Writing and Spelling," and points out that according to the existing curriculum, a candidate may gain half marks, *i.e.*, *merit* for a good hand, although he may not be able to spell correctly.

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19. (1) As applications for admission to this examination are made to the Chairmen, and all the necessary arrangements are made by them, their attention will be drawn to the suggestion that forms of application should be printed in the vernacular language of the district. (2) As for the suggestion that candidates should provide themselves with writing materials, the Acting Commissioner is not in favour of giving effect to it. (3) In the case of pupils, the application is practically made by the headmasters themselves, and no separate certificate of identification is therefore necessary on their account. With respect to teacher and private candidates, a certificate from a Sub-Assistant or an Assistant Inspector should suffice, and the matter will be transferred to the Director of Public Instruction, who will be requested to dispose also of the suggestions Nos. (5), (8) and (11) mentioned above. (4) The presence of Revenue officers would add much weight to the Boards, and their influence with the village officials would do much to popularise the examination. The Board of Revenue has been addressed on the subject, and all Collectors will specially be requested to instruct their Revenue subordinates to lend their services and render as much assistance as they can. (5) There is much force in the suggestion that the examination should be closed at the most important centres before 20th December, and the Chairmen will keep this in view when arranging their programme for the current year. (6) Government has in Notification No. 72, dated 17th July last, relieved pupil-candidates from paying any fee for this examination. This order applies, however, only to candidates who come up in the compulsory subjects, and not to those who, having passed in the compulsory subjects, come up in optional subjects alone. (7) As necessity arises, the number of centres will be increased as far as possible. (9) There is no objection to the teacher-candidates being placed apart from the pupils in the examination hall, if the chairmen can conveniently arrange for it. (10) It does not appear to be expedient to carry out the tenth suggestion, which might have the effect of diverting promising pupils from prosecuting their schooling to a higher standard for the sake of early employment under Government, and thus of frustrating the chief end of the examination—the advancement of education. The other suggestions will lie over for the present and until further experience has been gained of the working of the examination.

20. In the meantime, the Acting Commissioner has much pleasure in recording the satisfaction he feels at the manner in which the first examination was conducted and at the success that attended it, and he earnestly hopes that the Chairmen will do all in their power to make it still more successful, and thus help as far as possible to realize the objects for which it was instituted.—*Proceedings of the Commissioner, U. C. S. Examinations, No.* 1114 *of* 6th *September* 1890.

(By Order.)

E. H. ELLIOT,
*Secretary.*

# SPECIAL, SALT AND ABKARI TEST EXAMINATIONS—OCTOBER 1890.

NOTICE is hereby given that the Special Test Examinations and the Tests for Officers of the Salt and Abkári Department will be held on the 20th October and following days. The Statement below shows the hour at which each question paper will be given out, and consequently the time when each candidate for the respective tests should be present.

| Date. | Hour. | Subject. | Test. |
|---|---|---|---|
| Monday, 20th October. | 10 A.M. to 12 Noon. | Civil Account Code ... | III.A., III.B., VI. |
| | | Salt Laws and Rules ... ... | E.I. (H. & L.) |
| | | Laws relating to Sea Customs and Conservancy of Ports ... | V. |
| | 12 Noon to 1 P.M. ... | Dr. Ratton's Hand Book of Common Salt ... ... | B.IV. (H.) |
| | 12 Noon to 1½ P.M. ... | Stamp Rules ... ... ... | III.A |
| | 2½ P.M. to 4 P.M. | Limitation Act ... ... ... | I.B. |
| | | Report of the Salt Commission. | B.III. (H.) |
| | 2½ P.M. to 4½ P.M. ... | Rules under the Sea Customs Law ... ... ... | V. |
| | 4 P.M. to 5½ P.M. ... | Stamp Act ... ... ... | I.B. |
| Tuesday, 21st October. | 10 A.M. to 10½ A.M. ... | Manufacture and Chemistry of Saltpetre ... ... ... | B.V. (H.) |
| | 10 A.M. to 1 P.M. ... | Revenue Law and Regulations. | III.A., III.B. |
| | 11 A.M. to 1 P.M. ... | Financial Codes ... ... | C.I. (H.) |
| | 2 P.M. to 5 P.M. | Circular Orders of the Board of Revenue ... ... ... | III.A., III.B. |
| | | Do. relating to Salt ... | B.II. (H. &L.) |
| Wednesday, 22nd October. | 10 A.M. to 12 Noon ... | Book-keeping ... ... ... | VI. |
| | 10 A.M. to 1 P.M. | Code of Civil Procedure ... | I. B. |
| | | Method of keeping Accounts ... | C.II. (H. & L.) |
| | 2 P.M. to 5 P.M. ... | Indian Evidence Act ... ... | IIA., I.B., II.B., IX. A.II. (H. & L.) |
| Thursday, 23rd October. | 10 A.M. to 12½ P.M. ... | Translation, Higher Grade. First or more difficult paper. English into Vernacular ... | VII.A. |
| | 10 A.M. to 1 P.M. ... | Penal Code ... ... ... | II.A., II.B., IX., A.I., (H.& L.) |
| | 2 P.M. to 4½ P.M. | Translation, Higher Grade. First or more difficult paper. Vernacular into English ... | VII.A. |
| | 2 P.M. to 5 P.M. | Code of Criminal Procedure ... | IIA., IIB., IX., A.III. (H. & L.) |
| Friday, 24th October. | 10 A.M. to 12 Noon | Translation, Lower Grade. English into Vernacular ... | VII.B |
| | | Surveying with Chain, &c. ... | D.I. (H. & L.) |
| | 12 Noon to 1 P.M. ... | Mensuration of Planes & Solids | D.III. (H.&L. |
| | 2 P.M. to 4 P.M. | Translation, Lower Grade, Vernacular into English ... | VII.B. |
| | 2 P.M. to 5 P.M. ... | Preparation of Plans & Estimates | D.IV. (H.) |
| Saturday, 25th October. | 10 A.M. to 1 P.M. ... | Précis-Writing, Higher Grade. | VIII.A. |
| | 10 A.M. to 12 Noon ... | Abkári Law and Notifications. | F.I. (H. & L.) |
| | 12 Noon to 2 P.M. ... | Circular Orders and Rules of the Board of Revenue relating to Abkári ... ... | F.II. (H. & L.) |
| | 3 P.M. to 5 P.M. ... | Levelling ... ... ... | D.II. (H.) |

Office of the Commissioner for the U. C. S. Examinations, Madras, 3rd September 1890.

(By order.) E. H. ELLIOT, Secretary.

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# PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

**S. P. G. Normal School, Tuticorin.**—The Acting Director notes with satisfaction the progress of the institution taken as a whole. The only change in the teaching staff was that S. Koil Pillai, who had been unfavourably reported on, was superseded by S. Asirvadam. It is gratifying to learn that the gymnastic instructor has considerably improved since last inspection.

Financially the school was better off than in the year previous as the results grants earnings had nearly do... ...xcess number of free scholars in the middle department needs explan... ...ble (*c*), column 6, the boarders have been mixed up with other f... ...y should have been entered separately (*vide* Article 8 of ...ctions p... ... the Inspection Report).

The strength of the Normal ...tment rose from 25 to 30, of whom 29 were ...tive Christi... an... ...depa... It is hoped that the number of Hindus ...ll increase. With ... a H... the Normal students belonged to the poorer ...asses.

In table (*c*), colu... ...ceptio... been left blank. This om... ...ve been noticed and supplied in ... spector's office. Six studen... ...me from Ramnad in the ... district.

Out of 30 stude... were tested in teaching and 9 passed. Th... ...g 15 having been only a ... time in the school were not fit for examinatio... ...ickle's suggestion that the ...ission of students should be restricted to t... ...ning of the first and seco... ...rms is fully endorsed. The various defects pointed out in paras. 10 and ... the Inspector's letter should receive early attention. The results of the School-management examination were good and reflect credit on the teachers concerned. The tone and discipline of the school had improved. Drawing forms part of the curriculum. Pupils should be required to appear for the Middle School examination in this special branch. The Manager is again advised to introduce the Kindergarten system of instruction.

Since last inspection 9 students of the Secondary grade, lower, and 2 of the Primary grade, higher, left the school. All of them passed the School-management examination, but only 7 passed in teaching. It is gratifying to note that every one of them found employment.

The Practising school contained 95 pupils against 143 at the previous inspection. A strong Practising school is essential for the success of a Normal school, and the Manager is requested to make every endeavour to increase the attendance. The receipt of the Inspector's review of the Assistant Inspector's report is aw... At the Middle School examination 10 students passed, all in the second class... 13 presented. This is creditable to J. David.—*Pro. No. 8865 of 23rd August*...

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**Chittoor Board High School.**— The teaching staff is far from efficient for a school of this grade. There is but one graduate in the school, viz., the Headmaster. Excluding the last two who are Muhammadans, there are five who are not technically qualified. All of them but Raghavendra Rau should be required to undergo training. The Acting Director notes that the Board has not yet opened special classes to prepare pupils for the Upper Secondary examination.

In consequence of a reduction in the pay of the Headmaster, the total cost of the institution in 1888-89 amounted to Rs. 6,209-11-3 against Rs. 8,572-13-8 in the previous year. The fee revenue rose from Rs. 4,876-7-6 to Rs. 5,327-15-6, which is satisfactory. The net cost to Government was thus Rs. 820-0-9 only against Rs. 3,694-6-2 in 1887-88.

The serious decline in the strength from 244 to 183 is attributed to the recent opening of an adventure school. This cause will probably be only of a temporary kind. In the Secondary classes Brahmans predominate. The artisan element is hardly represented. The absence of Muhammadans in the Upper Secondary classes is much regretted. More than 60 per cent. of the pupils belonged to the poorer classes.

Very good use was m... ...e library. The formation of a Literary Association in connection with the sc... ...editable to the Headmaster. It is hoped that the

current educational journals will be taken in. In the last review the Director suggested the levy of special fees from outsiders. It is not stated whether this has been done.

At the public examinations, as well as at inspection, fair results were secured. The Inspector should have examined the classes in translation, a much neglected subject. The tone and discipline were good. Home exercises received sufficient attention and so also did gymnastics and drill.

The Acting Director has perused the memorandum of the Headmaster with pleasure, and the various measures adopted towards the maintenance of discipline in the school generally commend themselves to him.—*Pro. No.* 8867 *of 23rd August* 1890.

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**Government College, Mangalore.**—Compared with the numbers on the last day of 1888-89, there was a decrease of [illegible] students in the College department and an increase of 17 in the High School classes. The average number on the rolls, however, remained almost stationary. In the average daily attendance there was a slight improvement in the College department, but a marked decline in the Upper Secondary classes, which is attributed to the prevalence of influenza during the last three [illegible] of the year.

At the [illegible] examination 4 passed out of 40 ent[illegible] against 17 out of 38 in the previous [illegible]. Even making all reasonable allowances for the difficult character of the papers set in Mathematics, the results must be pronounced very unsatisfactory. At the Matriculation examination the results were better, but far inferior to those obtained in the previous year. Of the 26 pupils that came out successful, 5 secured a place in the first class. The Acting Director is glad to learn that all except two are continuing their studies for the F.A. examination.

Under fee-revenue there was an increase of Rs. 1,248, of which Rs. 458 appertained to the College and Rs. 790 to the High School department. The principle on which the apportionment of the endowment is made between the two departments is not understood, and the Headmaster is requested to explain it. It is stated that the leave allowances, aggregating Rs. 1,124-14-2, of two permanent incumbents who were on other duty were debited to the College. Fuller details should have been given of this extra charge. If this item were excluded there would be a net profit of Rs. 52-8-10 to Government against Rs. 224-12-10 in the previous year.

The Acting Director is glad to learn that both teachers and pupils made good use of the library, and that gymnastics continued to receive attention. Out-door games should be encouraged by some of the masters occasionally taking part in them.

Arrangements should be made at once to carry out the necessary repairs to the chemical and physical apparatus and to procure a fresh supply of chemicals. In para. 6 of his report the Headmaster again states that the furniture is insufficient. He was [illegible] in Proceedings, No 6343, dated 31st July 1889, to submit an indent for the requisite furniture, but he does not appear to have done so till the close of the year.—*Pro., No.* 9272 *of 9th September* 1890.

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**Upper Secondary Examination.** Read the following letter from the Board of Examiners for the Upper Secondary Examination, to the Commissioner for the U. C. S. Examinations, Madras, dated Madras, 1st August 1890 :—

We have the honor to submit our report on the results of the Upper Secondary examination held on 5th May last and following days.

The following table gives the number of candidates registered, examined and passed :—

| | Registered. | Examined. | Passed | | |
|---|---|---|---|---|---|
| | | | First class. | Second class. | Total. |
| Ordinary candidates. | 139 | 123 | .. | 3 | 3 |
| Special do. .. | 16 | 13 | .. | 6 | 6 |

It will be seen that of the ordinary candidates, viz., those who are examined in all the compulsory subjects, only 3 passed out of 123; and of the special candidates viz., those who have been specially permitted to appear for examination in some only of the subjects, 6 have passed out of 13. It is not clear from the printed list of candidates whether candidate No. 170 has been permitted to appear for examination in Sanskrit only (omitting Sanskrit translation), or whether he should be required to pass in all the subjects, with the exception of the translation of Branch I. We have supposed that the former is the case, and he is accordingly among the six successful special candidates. An analysis of the failures is given below, the explanation of the notation being as follows:—

a—Branch I, English Handwriting
b— Do. I, English Spelling.
c— Do. I, Translation.
e—Branch II, Second Language.
f— Do. III, Mathematics.
g— Do. IV, Geography and History.

Candidates who absented themselves from the examination in any subject are regarded as having failed in that subject.

*Ordinary candidates.*

| | | |
|---|---|---|
| Failed | in c ... ... | 2 |
| Do. | in f ... ... | 1 |
| Do. | in g ... ... | 1 |
| Do. | in b, g ... ... | 1 |
| Do. | in c, e ... ... | 1 |
| Do. | in c, f ... ... | 2 |
| Do. | in c, g ... ... | 4 |
| Do. | in e, f ... ... | 1 |
| Do. | in f, g ... ... | 12 |
| Do. | in a, c, f ... ... | 1 |
| Do. | in a, c, g ... ... | 1 |
| Do. | in a, f, g ... ... | 3 |
| Do. | in b, c, g ... ... | 1 |
| Do. | in b, f, g ... ... | 2 |
| Do. | in c, f, g ... ... | 19 |
| Total failed | in a ... ... | 35 |
| Do. | in b ... ... | 47 |
| Do. | in c ... ... | 96 |
| Do. | in Branch I ... ... | 104 |

| | | |
|---|---|---|
| Failed | in e, f, g ... ... | 1 |
| Do. | in a, b, c, g ... ... | 1 |
| Do. | in a, c, f, g ... ... | 7 |
| Do | in b, c, f, g ... ... | 15 |
| Do. | in b, e, f, g ... ... | 2 |
| Do. | in c, e, f, g ... ... | 10 |
| Do. | in a, b, c, e, f ... ... | 1 |
| Do. | in a, b, c, f, g ... ... | 5 |
| Dol | in a, c, e, f, g ... ... | 7 |
| Do. | in b, c, e, f, g ... ... | 10 |
| Do. | in a, b, c, e, f, g ... | 9 |
| | Total ... | 120 |
| Total failed | in e ... ... | 42 |
| Do. | in f ... ... | 108 |
| Do. | in g ... ... | 111 |

*Special candidates.*

| | | |
|---|---|---|
| Failed | in b ... ... ... | 2 |
| Do. | in c ... ... ... | 1 |
| Do. | in c, e ... ... ... | 2 |
| Do | in c, f ... ... ... | 1 |
| Total failed | in b ... ... ... | 2 |
| Do | in c ... ... ... | 4 |
| Do | in e ... ... ... | 2 |

| | | |
|---|---|---|
| Failed | in f, g ... ... ... | 1 |
| | Total ... | 7 |
| Total failed | in f ... ... ... | 2 |
| Do | in g ... ... ... | 1 |

With regard to the ordinary candidates, it will be seen that their failure is not due to exceptional severity in any particular part of the examination; thus, of the 140 candidates who fail in Branch I, all but 2 fail also in some other branch, and similarly in the other cases.

The almost complete failure no doubt arises in part at least from want of preparation on the part of the candidates. The scheme of examination supposes a previous preparation of two or three years, and there has been no time for this preparation in the present case. Moreover the candidates had nothing in the shape of former examination papers to guide them as to the nature of the examination.

But, even after making all allowances, there can be no doubt that the quality of the candidates was exceedingly bad; and there is much probability in Mr. Adam's suggestion that many of them had previously failed in the Matriculation examination and appeared for this examination in the expectation that it would be easy to pass. The present results therefore afford no measure of the probable success of candidates in the future.

The papers set by the Board were generally of a high standard, though not harder than they should be according to the notification and the instructions given

to us. This being the first examination conducted under the notification, it was necessary to set papers which might serve as a guide to future examiners, and to make no allowance for the fact that no properly prepared candidate could be expected to appear.

Mr. Marsden reports that at Bellary in the History paper candidate No. 36 copied from candidate No. 37, and is of opinion that this cannot have happened without the knowledge of No. 37. The answer papers of these two candidates are forwarded herewith, and we think that there can be no doubt that copying took place. Considering that these were the only two candidates at Bellary, the fact that one of them was able to copy from the other shows that the superintendence must have been discreditably lax. The Superintendent reports that no suspicious occurrences were observed during the examination.

The mark-books and reports of the examiners are enclosed.

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The Acting Director agrees with the Board in thinking that the candidates were ill-prepared for a searching examination. This is clear from the analysis of failures. Out of 120 that failed, no less than 111 failed in History and Geography, 108 in Mathematics and 104 in English and Translation.—*Pro.*, No. 9352 *of 11th September* 1890.

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**Reformatory School, Chingleput.**—Mr. Grigg visited the institution twice during the year. The Assistant Inspector examined it on the 3rd December 1889 in general subjects, while the progress of pupils in carpentry, blacksmith's work and weaving was tested by Mr. Havell of the School of Arts.

*Superintendence and Staff.*—Dr. Sarkies was in charge of the school till 5th February 1890, when he proceeded on furlough, and on the 12th idem the permanent Superintendent, Dr. Nailer, returned from Europe and resumed his office. Messrs. J. P. Lewis and M. D. Jacob were confirmed in the appointments as Deputy Superintendent and Headmaster, respectively, and the sub *pro tem* Second Master, T. Anthoniswami Pillai, was sent to the Teachers' College for training. A Telugu teacher was sanctioned for the school in G. O., No. 297, Judicial, dated 17th February 1890.

*Number of Juveniles.*—The year opened with 85 on the rolls and closed with 109. There were during the year 27 admissions and 3 discharges. Of the 3 discharged, one was released on attaining the age of 18, and the 2 others by special orders of Government. The attendance would have been much larger but for the fact that admittance had to be refused towards the close of the year for want of accommodation.

All the districts of the Presidency were represented, except Bellary, Cuddapah, Anantapur and Kurnool. Madras contributed the largest number, viz., 16, Tanjore 11, Coimbatore and Ganjam 10 each, while the other districts sent less than 10 each. Nineteen, or about one-sixth of the entire number, were under 12 years of age, while, 26 were 12 years old. About four-fifths of the pupils were under orders to be detained for five years or less.

*Castes and Classes of Boys.*—From the statements showing the castes of the boys and the nature of the offences for which they were judicially sentenced, the Acting Director observes that only a very small proportion of the pupils belongs to classes known to be professionally criminal. Those who are not hereditary criminals are all the more likely to benefit by the wholesome discipline of the institution, while the scholastic and industrial training they receive puts them in a position to earn a living without falling back upon the evil ways which led them to the Reformatory.

*Health and General Condition.*—The general health of the pupils was on the whole satisfactory. In spite of the increased attendance, the number of admissions to the hospital fell from 224 to 208, and the average daily sick from 4·3 to 3·8. There was no case of death during the year, nor indeed has there been since the establishment of the Reformatory. This says a good deal for the general salubrity of the site and surroundings, and for the watchful care bestowed on the boys by the Superintendent and the Deputy Superintendent.

*Tone and Discipline.*—There was but a single case of grave misdemeanour which was disposed of in G. O., dated 2nd July 1889, No. 1302. With this exception, the conduct of the pupils is reported to have improved. A comparison of the punishment list for the last two years shows, however, that punitive measures had to be resorted to oftener in the year under review than in 1888-89, though the punishments inflicted were mostly of a trifling nature. The increasing attention paid to moral training is noted. The Acting Director hopes and believes that, under firm and rational discipline, the occasions for inflicting punishment will year by year become fewer, and the penalties less and less severe. He is glad to learn that against 58 pupils no punishment whatever was recorded. Only one attempt to escape was made.

*Daily Routine.*—A slight change was made in the routine of the school with a view to the hours for meals being better arranged. This change was duly reported to Government as required by the rules. The pupils work 9 hours a day—3 hours in the school, ½ an hour in the gymnasium, and 5½ hours in the workshop and in the garden. They are permitted, in addition, to attend the voluntary night school which is kept open from 7-30 to 9 P. M. The accommodation being small, the night school could not admit more than from 20 to 25 pupils.

*Mark System.*—The mark system inaugurated under No. 16 (*g*) of the Reformatory rules seems to be working well. The number of pupils entitled to marks rose from 49 to 84, and the average weekly earnings from Rs. 2-7-1 to Rs. 4-8-3. The total earnings during the year amounted to Rs. 221-4-1, and the amount of deposit in the Savings Bank at the end of the year was Rs. 201-14-11.

*State of Premises.*—The accommodation provided for the school is both insufficient and in some respects unsuitable. But steps are being taken to improve it in both respects.

*General Education.*—Very satisfactory progress was made in general education, and a Fourth Standard class was opened. Out of 108 pupils presented under the several standards before the Assistant Inspector, no less than 76 secured merit and 16 ordinary passes.

*Industrial Training.*—Equally favorable were the results obtained at the industrial examinations. Mr. Havell conducted the examinations in carpentry, blacksmith's work and weaving, and the proportion of passes was on the whole very satisfactory. Pupils were not examined in tailoring before the close of the year. The sanction of Government has already been requested to raise the pay of the Master Tailor, with a view to secure the services of a competent instructor.

*Manufactures.*—The account under manufactures, as made out in para. 18 of the report, shows a net profit of Rs. 321-2-2 in favor of the school; but it does not take into calculation the value of the labour employed, nor the wear and tear of the implements. The accounts of each trade taught in the school are not given separately, and the Acting Director is therefore unable to ascertain how far each trade is carried on at a profit. This should be attended to in future reports. The value of the garden produce seems to have fallen from Rs. 106-5-7 to Rs. 100-6-8. This has not been explained. No mention is made of the tasar silk culture, sanctioned as an experimental measure in Proceedings, Nos. 1 and 6032, dated 23rd May and 20th July 1889.

| | Rs. | A. | P. |
|---|---|---|---|
| Receipts excluding value of garden vegetables ... | 1,660 | 12 | 3 |
| Debits ... ... | 1,339 | 10 | 1 |
| | 321 | 2 | 2 |

*Discharged pupils.*—Of the 8 pupils released and not transferred to the Penitentiary, one is reported to be pursuing the trade he learned in the school, one to bear a good character, one to be in jail, and two to pursue their former occupation. These two, however, were not sufficiently long in the school to learn any trade. Nothing is known or reported of the remaining three pupils. The maintenance of a brief history of the ex-pupils is absolutely essential to enable Government to judge whether, and to what extent, the institution is fulfilling its primary purpose of reclaiming fallen youths and putting them in the way of becoming useful members of society. But in keeping such a history, the utmost care will have to be taken to avoid the least appearance of espionage being exercised, or of giving occasion for such of the ex-pupils as are leading honest lives to feel that their residence in the Reformatory is a stigma which they must openly carry with them through life.

*Cost of Maintenance.*—In consequence of the increased average number on the rolls, the cost of upkeep fell from Rs. 140-9-7 to Rs. 126-9-1 per head, though the expenditure on rations alone rose from Rs. 2,011 to Rs. 3,088. The increase of nearly 9 annas per head for dieting over the figure for 1888-89 is attributed to the high price of articles of food during the larger portion of the year.

The suggestion contained in the concluding paragraph of the report is approved.

The Acting Director regrets to learn that it has not been found practicable for the Visitors to visit the school so frequently or so regularly as the rules contemplate and as the interests of the school require. Five out of 12 members paid no visits whatever, and 3 members visited it only once during the year.

The satisfactory condition of the school and the manner in which the pupils acquitted themselves in the different examinations are very creditable to the officers concerned.—*Pro.* No 9126 *of 4th* September 1890.

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## List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of the "Journal of Education," from 27th August to 30th September 1890.

| | | RS. | A. |
|---|---|---|---|
| V. Vedanayagam Pillay, Madras ... ... | ... for 1890... | 4 | 8 |
| Head Master, Breeks' Memorial School, Ooty | do. ... | 4 | 8 |
| President, Taluk Board, Vizianagrum ... ... | do. ... | 4 | 8 |
| President, Taluk Board, Nandyal ... ... | do. | 4 | 8 |
| President, Taluk Board, Kumbakonum ... | July 1890 to June 1891... | 4 | 8 |
| Manager, St. Joseph's Convent, Cocanada ... ... | do. ... | 4 | 8 |
| Secretary to Government and Director of Public Instruction to H.H. Nizam's Dominions ... ... ... | Aug. 1890 to July 1891... | 27 | 0 |
| President, Taluk Board, Hosur, on account of the following :— | | | |
| Head Master, Board Middle School, Hosur | Aug. 1890 to July 1891... | 4 | 8 |
| Do. do. Kistnagiri | do. ... | 4 | 8 |
| Do. do. Dharampuri | do. | 4 | 8 |
| Do. do. Denkanikota | do. | 4 | 8 |
| Manager, Hindu Middle School, Tanjore ... | do. | 4 | 8 |
| Superintendent of Schools of Travancore, Nagercoil ... | do. | 13 | 8 |
| Head Master, Cantonment School, Bolarum, | Sep. 1890 to Aug. 1891 | 4 | 8 |
| Head Master, Hindu Middle School, Gopalasamudram | do. | 4 | 8 |
| Manager, L. M. Normal School, Porayar ... | do. ... | 4 | 8 |
| Head Master, Govt. Middle School, Bhadrachellum, | (in part) do. ... | 2 | 4 |
| P. R. Kistnasawmy, Chittoor | Aug. 1890 to Jan. 1891... | 2 | 8 |
| Mr. Gyanchendra, Secunderabad | do. (Balance)... | 0 | 4 |
| Mr. Cunniah Naidu ... | June 1890... | 0 | 8 |
| A Gentleman ... ... ... | February 1890... | 0 | 8 |
| Mr. K. Santappa, Sub-Assistant Inspector of Schools, on furlough, Mangalore, | Sep. 1890 to Aug. 1891... | 4 | 8 |
| Head Master, Board Middle School, Pollachi | April 1890 to March 1891... | 4 | 8 |
| Kunjavanam Bhakta, Jaypore, Kotapad ... | Sep. 1889 to Aug. 1890... | 5 | 8 |
| Manager, A. M. M. Female Normal School, Madura, | Aug. 1890 to July 1891... | 4 | 8 |
| V. K. Kartikar, Deputy Educational Inspector, Kolhapur | do. ... | 4 | 10 |
| | Rupees... | 133 | 2 |